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ABSTRACT

A survey was conducted of a randomly-selected sample of TAFE (Training and Further Education) graduates in Australia who completed vocational education and training (VET) qualifications during 1999 and of TAFE students who successfully completed some training ("module completers") and left the TAFE system. Analysis of the responses of 41,000 graduates and 8,000 module completers showed that graduates undertook at least twice as much training as module completers and had a higher level of schooling compared to module completers. The study also showed that almost 90 percent of graduates were either working or in further study after their course, compared to 77 percent before beginning their course. Graduates were more likely to be employed than module completers. Male students were far more likely to be employed full time than female students, who were more likely to be employed part time. About 22 percent of graduates and 13 percent of module completers who were employed both before and after their training moved to higher skilled occupations after training. Overall, graduates and module completers were happy with their training. (The document includes 26 tables and 38 figures. Five appendixes include notes, a 58-item glossary, an information page, and the questionnaires with a cover letter.) (KC)

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NCVER

# Student Outcomes Survey 2000

# NATIONAL REPORT

Australian Vocational Education & Training

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# Student Outcomes Survey 2000
## National Report

Published by National Centre for Vocational Education Research Ltd
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## About the survey

This report presents the results from the 2000 national survey of students who undertook vocational education and training (VET) during 1999. This is the second time this survey has been conducted, the first was conducted in 1999 and both surveys covered TAFE graduates and TAFE students who have successfully completed some training and left the TAFE system (module completers). Previous surveys covering TAFE graduates only were carried out in 1995, 1997 and 1998. The 2000 Student Outcomes Survey was conducted by NCS Australasia on behalf of the National Centre for Vocational Education Research.

The survey questionnaire for TAFE graduates has been almost identical for each of the five graduate surveys, enabling comparisons between much of the data produced. Information for both TAFE graduates and TAFE module completers has been collected about their general characteristics, fields of study, employment outcomes, occupations and industries of employment and satisfaction with and opinions about their course of study.

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# Preface

## About Australian VET Statistics - 2000 Student Outcomes Survey

I am pleased to introduce *Australian VET Statistics – Student Outcomes Survey 2000*, part of an on-going suite of publications produced by NCVER. The national survey collections are undertaken by NCVER on behalf of the Australian National Training Authority (ANTA).

This year's survey consolidates and builds on the work undertaken last year. The report provides information on two important but different segments of the Vocational Education and Training market, namely graduates and module completers. Graduates are students who completed their course during 1999. Module completers are students who successfully completed part, but not all, of the training necessary to complete a full qualification (at least one module) and had left the TAFE system at the time of completing the survey.

Although this is the second year in which both graduates and module completers have been surveyed, there have been a number of changes to the survey, which have been introduced to provide more robust findings. The details of these changes are summarised in the Explanatory Notes section of this report. I urge readers to consult these notes, particularly the changes to the time series information for graduates, before using the data.

The analysis in this report has primarily focused on the national picture, although some limited state/territory information has been included.

Finally, I would note that the information contained in *Australian VET Statistics 2000 – Student Outcomes Survey* complements the information on VET training activity and outputs presented in NCVER's related statistical publications.

Chris Robinson
Managing Director
NCVER Ltd
November 2000

## Related NCVER publications

*Australian VET Statistics 2000 Student Outcomes Survey: in summary*

*Australian VET Statistics 2000 Student Outcomes Survey: state/territory at a glance*

*Australian VET Statistics 1999 Student Outcomes Survey: national report*

## Scope of the collection

*The survey relates to:*

- *TAFE graduates* who have completed a course of study in 1999; and
- *TAFE module completers* who successfully completed part, but not all, of the training necessary to complete a full qualification (at least one module) and had left the TAFE system at the time of completing the survey.

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# Section 1: Executive summary

## 1.1 Overview of the survey

The data collected in the 2000 Student Outcomes Survey provides a wealth of information about the types of students who undertook training during 1999. This is the second year that both TAFE graduates and TAFE module completers have been surveyed. However, TAFE graduates have been surveyed five times since 1995, while TAFE module completers have been surveyed twice.

While comparisons can be made between graduates and module completers there are some differences between the groups that should be noted. Graduates, on average, undertake at least twice as much training as module completers (median length of training of 10 months compared to 5 months). Graduates generally had a higher level of schooling compared to module completers with 52.5% of graduates and 45.2% of module completers having completed year 12 or equivalent. Graduates (53.1%) are more likely to be female than module completers (50.1%) and graduates (27 years) on average are younger than module completers (32 years). All these factors are likely to have an impact on employment related outcomes.

TAFE graduates were defined as students who attended a TAFE institute in Australia and who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma, Advanced Diploma or a Bachelors Degree and had an Australian address as their usual address. A questionnaire was sent to a stratified, randomly selected sample of graduates with a national response rate of 55.8%. Over 41 000 graduates responded to the survey.

TAFE module completers were defined as students who were not graduates, attended a TAFE institute in Australia and successfully completed some training (but not all) in a course and had left the TAFE system at the time of the survey. A similar questionnaire to that which was sent to graduates was also sent to a stratified, randomly selected sample of module completers resulting in a national response rate of 51.5%. Almost 8 000 module completers responded to the survey.

The questionnaires used for graduates and module completers can be found at Appendix E of this report and readers will note that the questions asked of these two groups of students are very similar, which will allow some comparison of results. However, as graduates and module completers are different types of students the data for the two surveys should not be combined.

The 2000 Student Outcomes Survey relates to people at a TAFE institute in Australia during 1999. The employment outcome results in this report relate to a reference date, which has historically been the last Friday in May. For this survey the reference date was 26 May 2000.

As with last year's Student Outcomes Survey the information collected in the 2000 survey includes:

- The nature of the training undertaken.
- The outcomes achieved as a result of completing the training in relation to employment.
- An indication of whether students were satisfied with the training.
- If students achieved the goals they had set for themselves before commencement.

In this report key results at a national level are presented. This report gives an overview of the results and explores trends that emerge when comparisons are made with the previous survey results. The State/Territory reports, which also cover both graduates and module completers, provide more direct access to information at the regional level. Institute level reports are also available for graduates, and these provide an even greater level of understanding at the local level.

The Survey findings section (section 3) of this report has been split into two parts, part one will cover graduates while part two will cover module completers. This has been done in keeping with the view that the results for graduates and module completers should not be combined as they are two very distinct sets of students and this also enables comparisons to be made with the previous student surveys. However, in recognising that comparison of some key results for graduates and module completers can and should be compared, comparisons have been made between the two groups throughout the Executive summary.

Comparisons have been made throughout this publication where they are statistically significant at the 95% confidence level. Any figures which have a relative standard error greater than 25% have been marked with an * as estimates of this magnitude are not reliable for most practical purposes. Also, where possible, each of the figures have error bars included on them so as to provide an indication of the likely magnitude of the variance associated with a particular estimate.

Due to a change in scope of TAFE graduates, time series data is less readily available for this group of students. Some time series information has been presented in the Executive summary and also in the Survey findings part of this report. More information on the change in scope of TAFE graduates can be found in the Explanatory Notes section of this report.

## 1.2 Graduates and module completers

### Time series - graduates

Although time series information has been presented for graduates, the 2000 survey differed from the previous four surveys on TAFE graduates. These differences have caused a break in the series (see the technical notes at the bottom of the page for more information).

Even noting this break in series, most of the key outcome measures that are collected from the surveys have remained fairly stable since the data was first collected in 1995(a) (Figure 1). This is particularly so for the employment indicators. Although there appears to have been increases in the following outcome indicators most of the increase from 1999 to 2000 is due to the changes to the survey definition and estimation procedure.

The proportion of persons employed or in further study has shown a gradual increase since the 1995 survey. In 1995, the proportion of graduates employed or in further study was 87.5%, which increased marginally over the next four surveys to 89.2% in 2000. The employment rate of graduates at the end of May has followed a very similar pattern. In 1995 it was 72.5%, dropping slightly in 1997 to 71.0% and then staying steady at 72.8% over the next two surveys before increasing to 76.0% in 2000.

Those graduates who were unemployed before their training and got a job afterwards have also shown a fairly similar pattern of movement. From the 2000 survey results almost one in every two graduates (49.8%) that were unemployed before their course had found work within six months of completing their course. This result is higher than that achieved in the previous three years and about the same as that achieved in the 1995 survey.

Graduates satisfaction with the overall quality of the course has remained relatively steady over the last four years with approximately two thirds reporting a score of eight or more out of 10 (where one or two was considered 'poor' and nine or 10 was 'excellent').

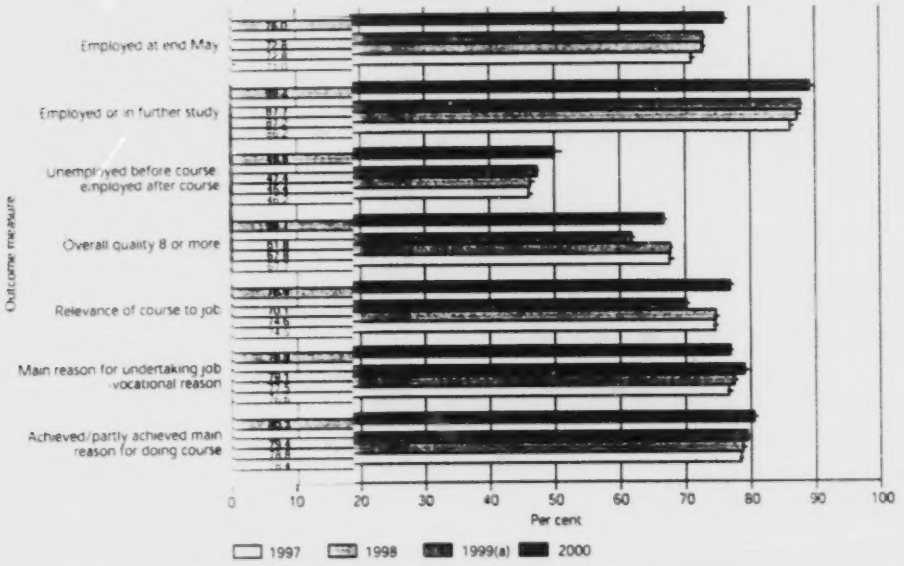
### Break in series technical notes

**There has been a break in the time series data due to:**

- **A widening in the definition of the survey from those graduates who undertook a course of at least 200 hours or one semester in duration, to all graduates irrespective of the length of their course.**
- **The selection of a sample (as opposed to a census) of graduates, the responses of which are weighted to population benchmarks, compared with previous surveys in which a census of all graduates was surveyed.**
- **The removal of 'not stated' responses in the derivation of proportions.**

**By way of example, the increase for employed graduates shown in the 2000 survey over the 1999 and previous surveys is almost wholly due to the change in definition that was used for graduates in the 2000 survey. That is, if only those graduates who had undertaken a course of 200 hours or more were included in the derivation of the 2000 survey estimate, then the difference in the employment outcome from 1999 to 2000 would have only been 0.2 percentage points.**

Figure 1: Per cent of graduates by key outcome measures, 1997, 1998, 1999(a) and 2000



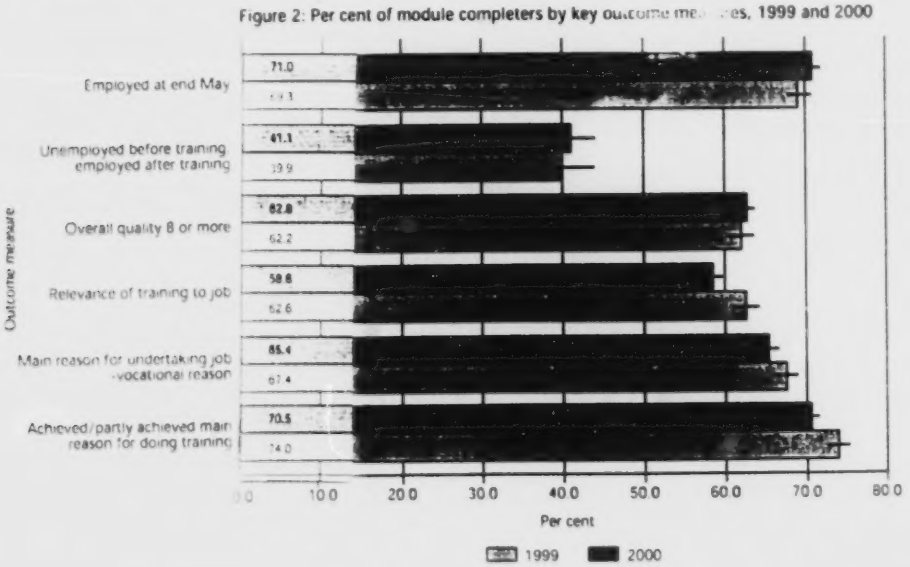

(a) There has been a break in series between 1999 and 2000. This break in series limits any comparison between years and therefore extreme caution should be exercised when using data prior to 2000 and comparing it with current survey estimates.

Note: Standard error bars have been included on the figures throughout this publication and provide an indication of the error associated with the estimate that has been produced. More information on standard errors is provided in the technical notes section of this publication.

## Time series – module completers

The survey of module completers was first conducted in 1999 and therefore only two years' data are available. As with graduates, most of the key outcome measures that have been collected from the survey have remained fairly stable since 1999 (Figure 2) and there is no significant difference between the employment or overall satisfaction indicators from the 1999 survey to the 2000 survey.

Figure 2: Per cent of module completers by key outcome measures, 1999 and 2000



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## Employment or further study (graduates only)

After completing their course graduates often go on to do further study, many while working, others while looking for work and some as an alternative to working or seeking work. Module completers are excluded from this analysis as, by definition, a module completer must have left the TAFE system and not be in further study at the time they received the survey form.

Overall, in 2000 almost nine in every ten graduates (89.2%) were either working or in further study after their course compared to 77.2% before beginning their course. Figure 3 compares the work and study patterns of graduates before and after their course and categorises graduate activity into two broad groups: those in work or study, and those not working and not studying.

**Figure 3: Per cent of graduates in work or study**

| | Before course | | After course |
|---|---|---|---|
| Working or in study | 77.2 | ▲ | 89.2 |
| Not working and not studying | 22.8 | ▼ | 10.8 |
| Looking for work | 9.8 | ▼ | 5.8 |
| Not looking for work | 12.6 | ▼ | 4.7 |
| Total | 100.0 | | 100.0 |

Note: The above figure refers to graduates only.

After completing their current study, further study was undertaken by 38.4% of graduates. The major reasons for undertaking further study are work related, '*to get a job or own business*' 26.4%, '*to get a better job or promotion*' 18.0% and '*to get extra skills for my present job*' 14.3%.

## Employment outcomes

Many students combine work and study. They come to TAFE with current work experience and continue this work and study pattern during their training and even after completing their training. This pattern of work and study is slightly different for graduates and module completers. Graduates are more likely to be employed (76.0%) in comparison with module completers (71.0%). The percentage of unemployed graduates (11.2%) and module completers (12.1%) is about the same, while module completers (16.5%) are more likely than graduates (12.1%) to be not in the labour force.

For graduates, about two thirds (68.1%) were employed in the six months prior to commencing their course, 66.2% worked during their course and 76.0% were working at 26 May 2000 (i.e. about 6 months after course completion). For module completers, 67.8% were employed before their training, 63.8% during their training and 71.0% were working after their training.

For just over one quarter of employed graduates (26.0%), their job at 26 May 2000 was their first full-time job. The survey indicated that 59.9% of employed graduates were working with the same employer as they had during their final semester of study. The average weekly earnings for first full-time graduate job holders was $494. By comparison 19.6% of module completers were in their first full-time job at 26 May, while 62.2% were working with the same employer as they had during their training. For module completers in their first full-time job, average weekly earnings were $527. In summary the main employment outcomes were:

- Graduates (76.0%) are more likely to be employed than module completers (71.0%).
- Male students are far more likely to be employed full time than female students.
- Female students are far more likely to be employed part time than male students.
- Female graduates are slightly more likely to be unemployed (12.3%) compared with male graduates (9.8%).
- Females, whether they are graduates or module completers (15.2% and 22.1% respectively) are more likely to be not in the labour force compared with males (8.7% and 10.8% respectively).

## Movement to higher skilled occupations

Vocational education and training provides the opportunity for employed students to move occupations, change jobs and advance in their job after completing their training. Graduates are more likely to move to a higher skilled occupation than module completers. Overall 21.9% of graduates and 13.1% of module completers employed both before and after their training moved to a higher skilled occupation after their training. Students with jobs in the lowest skilled occupations before commencing their training are more likely to move to more skilled occupations after their training.

About half the graduates employed as *labourers and related workers* (51.3%), *and elementary clerical, sales and service workers* (47.2%) before training moved to higher skilled occupations after training (Figure 5). The pattern was similar for module completers, although the magnitude of the movement was much less, with 34.4% and 30.4% moving respectively from the same lower skilled occupations before training to higher skilled occupations after training.

Overall, graduates showed greater occupational movement than module completers. However, for both graduates and module completers, *professionals* showed the least occupational movement, with 84.2% and 92.6% respectively remaining in the same occupation before and after their training.

## Satisfaction outcomes

Graduates and module completers were asked whether they thought the training helped them to achieve the main reason for doing their training, whether or not the training was relevant to their employment at May 2000, and to rate the quality of the training on a number of aspects.

Overall, students reported they were happy with their training. Eight in every ten graduates (80.3%), and 70.5% of module completers indicated that their training helped them wholly or partly to achieve the main reason for undertaking the training.

A list of possible employment related benefits of completing the training was provided in the questionnaire and students employed at 26 May 2000 were asked to indicate which of these benefits they thought they had received as a result of completing their training.

There were distinct differences in benefits for graduates and module completers and male and female students. Table 1 provides a summary of the employment related benefits received by graduates and module completers. The main findings include:

- Graduates overall are more likely to achieve at least one benefit (69.5%) compared to module completers (43.1%).
- Male graduates (49.1%) are more likely than female graduates (35.7%) to obtain an increase in earnings or a promotion or increased status at work.
- Female graduates (48.0%) are more likely to either change jobs or get a job in comparison with male graduates (39.8%).
- Module completers follow the same pattern as graduates, in that males (23.3%) are more likely than females (14.6%) to obtain an increase in earnings or a promotion or increased status at work.
- Graduates (42.4%) were also more likely than module completers (19.3%) to obtain an increase in earnings or a promotion or increased status at work.

Table 1: Per cent of graduates and module completers by employment related benefits

| | Graduates | | | Module completers | | |
|---|---|---|---|---|---|---|
| Employment related benefits | Males | Females | Persons | Males | Females | Persons |
| An increase in earnings | 28.4 | 20.7 | 24.6 | 12.3 | 7.4 | 10.1 |
| A promotion or increase in status at work | 20.7 | 15.0 | 17.8 | 11.0 | 7.2 | 9.2 |
| A job | 25.7 | 28.4 | 27.0 | 12.2 | 12.0 | 12.1 |
| A change of job | 14.1 | 19.6 | 16.9 | 7.8 | 10.2 | 8.9 |

Overall, graduates reported higher levels of relevance of their training to employment compared with module completers. Over one in two graduates (52.0%) employed at 26 May 2000 regarded their course to be highly relevant to their employment while a further 24.9% thought it to be of some relevance. Employed module completers reported lower levels of relevance of their training to employment, with 28.7% stating it to be highly relevant and a further 29.9% thought it to be of some relevance.

Overall, students were satisfied with their training, with both graduates and module completers rating the overall quality of their training about the same at 7.9 and 7.7 out of 10 respectively. A number of aspects of the training were listed in the questionnaire and students were asked to rate each of these on a scale from one to ten where one or two was 'poor' and nine or ten was 'excellent'. Although the mean score for module completers (7.7) for the overall quality item was about the same as graduates (7.9), a slightly lower proportion of module completers (62.8%) rated the overall quality of their training as [illegible] or above compared with graduates (66.7%). Both sets of students rated their instructors' knowledge of course content the highest, with a mean score of 8.2. This aspect was also ranked by graduates and module completers as the most important aspect of service (33.4% and 32.6% respectively). The two lowest rating items for graduates and module completers was student counselling services and availability of information about careers and jobs (6.5 for both for graduates and 6.2 and 6.4 for module completers).

## Main reason for doing the training

Graduates (76.8%) indicated they were more likely to undertake their training for vocational or job related reasons than module completers (65.4%) when asked to indicate their main reasons for undertaking the training. There are even further differences between the two groups when more detailed reasons for training are examined. Graduates appear to be more likely to undertake training as a way of entering the labour market, while module completers are more likely to undertake training to upgrade their skills.

Table 2 shows that graduates were more likely to undertake their training *to get a job or own business* than module completers (23.3% compared to 16.6%) or because *it was a requirement of my job* (16.7% compared to 10.6%). On the other hand module completers were more likely to indicate *to get extra skills for my job* than graduates (20.4% compared to 14.3%). This is not surprising given that graduates (21.3%) are more likely to begin training as recent school leavers than module completers (14.4%).

Module completers were more likely to undertake training for non vocational reasons (34.6%) compared with graduates (23.2%).

Table 2: Per cent of graduates and module completers by main reason for doing the training

| Main reason for undertaking training | Graduates | Module completers |
|---|---|---|
| **Vocational or work related reasons** | **76.8** | **65.4** |
| To get a job (or own business) | 23.3 | 16.6 |
| To try for a different career | 12.2 | 10.5 |
| To get a better job or promotion | 10.4 | 7.3 |
| It was a requirement of my job | 16.7 | 10.6 |
| To get extra skills for my job | 14.3 | 20.4 |
| **Non vocational reasons** | **23.2** | **34.6** |
| **Total** | **100.0** | **100.0** |

Four out of every five graduates (80.3%) claimed they achieved, or partly achieved, their main reason for doing the course. In comparison 70.5% of module completers claimed they achieved, or partly achieved, their main reason for doing the training. In addition about two thirds of graduates (66.7%) and module completers (62.8%) rated the overall quality of the course as eight or more on a 10 point scale.

## Reasons for not continuing to study (module completers only)

As previously discussed, the definition of a module completer used in the survey was that the student could not be a graduate and must have successfully completed at least one module and left the TAFE system. All in-scope module completers were asked what their reasons were for not continuing or undertaking more TAFE training in 2000.

Module completers were initially allowed to nominate multiple responses. The most common reasons given were employment or training related:

- About one in five respondents indicating *I had gained what I wanted from the training I had completed* (24.3%).
- 21.4% indicated they *changed jobs or started a new job*.
- 17.1% stated that they got *the skills I needed for my job*.

Personal reasons were also important with:

- 18.9% indicating *there were too many pressures on my time*.
- 10.4% indicated *family reasons prevented me from continuing*.

Respondents were also asked to indicate their **main** reason for not continuing / undertaking more TAFE training in 2000. In general the reasons that module completers gave for not continuing more TAFE training can be broken into three broad categories of:

- *Employment related reasons* (33.5% reported this reason for not continuing, *cf* 26.9% in 1999);
- *Training related reasons* (30.0%, *cf* 36.1% in 1999); and
- *Personal reasons* (28.4%, *cf* 28.0% in 1999) (Table 3).

Almost one in two respondents (47.2%) indicated *employment related* reasons or *they had gained what they wanted from the training*. Almost an additional one in three respondents gave *personal reasons* (28.4%) for not continuing or undertaking more TAFE training. What these results suggest is that three quarters (75.6%) of the respondents are giving external reasons or reasons that are beyond the immediate control of the TAFE system.

Table 3: Per cent of module completers by main reason for not undertaking more TAFE training

| | 1999 | 2000 |
|---|---|---|
| **Employment related reasons** | **26.9** | **33.5** |
| Changed jobs or started a new job | 10.6 | 12.2 |
| I lost my job | 6.8 | 9.0 |
| **Training related reasons** | **36.1** | **30.0** |
| I had gained what I wanted from the training | 15.7 | 13.8 |
| The training no longer related to my plans | 4.9 | 3.8 |
| The training was not what I expected | 4.5 | 3.6 |
| I transfered to or started other training | 3.7 | 3.2 |
| **Personal reasons** | **28.0** | **28.4** |
| Too many pressures on my time | 7.5 | 10.1 |
| Family reasons prevented me from continuing | 5.8 | 5.6 |
| Financial reasons prevented me from continuing | 4.0 | 3.9 |
| **Other reasons** | **9.0** | **8.1** |
| **Total** | **100.0** | **100.0** |

## Student profile

The following table highlights some of the differences between graduates and module completers.

- Age. Graduates (median age = 27 years) are younger than module completers (median age = 32 years). There is a higher proportion of graduates aged under 25 years (42.4% compared to 34.4%) and a lower proportion aged 40 years and over (25.1% compared to 33.8%) than module completers.
- Sex. Graduates are more likely to be female (53.1%) compared to module completers (50.1%).
- Regionality. Graduates (60.3%) are more likely to have a capital city as their home address than module completers (53.3%).
- Disability. Module completers (7.8%) are more likely to report they have a disability than graduates (5.0%).

Table 4: Comparison of key characteristics of graduates and module completers

| Key characteristics | Graduates | Module completers |
|---|---|---|
| Median age | 27 years | 32 years |
| Females | 53.1 | 50.1 |
| Indigenous Australians (ATSI) | 2.0 | 2.2 |
| Non-English speaking background (NESB) | 31.3 | 27.4 |
| Disabilities reported | 5.0 | 7.8 |
| Employed before training | 68.1 | 67.8 |
| Unemployed before training | 14.1 | 13.2 |
| Employed after training | 76.0 | 71.0 |
| Unemployed after training | 11.2 | 12.1 |
| Unemployed before training, employed after training | 49.8 | 41.1 |
| Received recognition for prior learning | 35.5 | 20.7 |
| Main reason for doing the training: vocational reason | 76.8 | 65.4 |

## 1.3 Non-response

Non-response occurs when people cannot or will not co-operate, or cannot be contacted. Non-response can affect the reliability of results and can introduce bias. The magnitude of any bias depends upon the size of non-response and the extent of the difference between non-respondents' characteristics and those that did respond.

To help reduce the level of non-response and to minimise bias the following methods were adopted:

- the availability of a 1800 (free call) number to survey respondents
- a postcard reminder follow up of non-respondents
- two additional mail follow up involving sending a duplicate questionnaire and brochure to respondents
- a targeted telephone follow up of non-respondents
- a telephone follow up of non-respondents specifically targeting the non-response issue
- weighting to population benchmarks to reduce non-response bias

A non-response analysis, using a telephone methodology was undertaken on a sample of non-respondents to examine whether any non-response bias exists. The analysis involved comparing mail respondents with a representative sample of non-respondents interviewed by telephone. The non-respondents to the mail questionnaire are more likely to be:

- Male
- Employed after the training
- Achieved their main reason for doing the training
- Rate each aspect of the training and overall as "satisfied".

The analysis found that while an element of bias does exist it is not large in an absolute sense. For example the proportion employed after training for graduates would increase from 76.0% to 78.2%, while the proportion employed after training for module completers would increase from 71.0% to 77.4%.

To aid readers in understanding the precision of the estimates provided in this report a relative standard error table has been included in the Explanatory Notes section. Definitions of relative standard errors, sampling and non-sampling errors are contained in the Glossary section of this report.

# Section 2: Introduction

The vocational education and training (VET) system provides for students in metropolitan areas as well as rural and remote areas of Australia and overseas resident students on a full-fee paying basis. The students come from a diversity of social, education and training backgrounds, and are pursuing a range of career and employment pathways. Students include young people looking for skills to enter the labour market for the first time, people who have lost jobs and need to re-skill for employment, employees upgrading their skills to keep pace with industry changes and people seeking to re-enter the labour market after an extended period of absence.

The programs undertaken by students vary in length, from modules of just a few hours or days duration, to extended courses that last for a year or even longer. Programs may start at any time during the year, can be delivered in a variety of ways with classes at a college or workplace, external study or self-paced learning. Less than half the VET students in 1999 (43%) undertook only one or two modules or subjects and may not be looking to graduate with a full certificate or diploma qualification. The previous graduate destination surveys only considered those students that had completed a qualification. However, the 2000 Student Outcomes Survey includes students undertaking selected modules of a course.

The aim of the 2000 Student Outcomes Survey was to further expand on the outcomes of the VET system in Australia. The survey was used to measure VET students' employment, further study destinations (for graduates) and opinions of the training undertaken. It provides national, State/Territory and institute-level (for graduates) information to assist in administration, planning and evaluation to support the National Strategy for VET. In future years it is hoped that information, at the institute level, will be available for module completers.

The survey collected information on a range of topics, including:

- General characteristics of students (such as age, sex, country of birth, educational qualifications prior to commencing their course).
- The proportion of students in certain equity groups.
- Employment outcomes, such as changes in employment status before and after their training.
- If employed, the relevance of the students training (from their perspective) to the job.
- If not employed, whether students were looking for work in the same (or similar) field to their current job.
- Whether students have changed their employer/business.
- Issues relating to the training students undertook.
- Satisfaction with and suggestions for improving the training.
- Further study plans (for graduates).
- Reasons for not continuing to study (for module completers).

A detailed description of the 2000 methodology, a glossary and fieldwork materials (including the questionnaires) are contained as appendices to this report.

The results from the 2000 Student Outcomes Survey are provided in the following reports:

- *2000 Student Outcomes Survey: In summary* providing a brief overview of the national and State results.
- *2000 Student Outcomes Survey: National report*, (this report) containing results at the national level together with comparisons with national results from previous surveys.
- *2000 Student Outcomes Survey: (State/Territory) report*, separate reports for each State/Territory containing results at the State/Territory level.
- *2000 Student Outcomes Survey: (Institute) report*, separate reports prepared for use by each of the participating TAFE institutes in Australia covering graduates only. The results are at the institute level and are confidential to each institute and will not be available for general release.

## Reading this report

All results in this report refer to students across Australia who responded to the survey, unless otherwise stated. As the survey of graduates and module completers was undertaken as a stratified, randomly selected sample the survey responses were weighted to population benchmarks. These benchmarks were sourced from the national collection of vocational education and training statistics and survey responses. Therefore throughout this report the term 'graduates' or 'module completers' refers to survey respondents weighted to the respective population benchmarks.

The questionnaires used for the graduate and module completer components are very similar to the 1999 Student Outcomes Survey and to past graduate survey questionnaires. As a result some limited comparisons with the 1995, 1997, 1998 and 1999 results can be made. Where modifications to the questionnaires have been made, direct comparisons are not possible and therefore commentary has not been provided.

An explanation of the terminology used throughout the report is contained in the glossary (Appendix B). In summary, definitions are consistent with ABS definitions used in labour force surveys.

## Changes to the 2000 survey

The scope of the 2000 Student Outcomes Survey for TAFE graduates has changed since last year. In previous years TAFE graduates that had successfully completed a Certificate, Advanced Certificate, Associate Diploma, Diploma, Advanced Diploma or a Bachelors Degree course of 200 hours or more or one semester in duration were included in the survey. For the 2000 survey all graduates irrespective of the number of hours of their course were eligible to be selected.

Additionally, a stratified, randomly selected sample of TAFE graduates were selected for the 2000 survey, whereas in previous years a census of TAFE graduates had been selected. This means that the survey responses will be weighted to population benchmarks.

Finally, a further change that affects both TAFE graduates and TAFE module completers is the removal of 'not stated' responses in the derivation of proportions throughout this publication. Therefore all proportions have now been derived on a base of stated responses and not on a base of all potential respondents to a particular question.

# Section 3: Survey findings

## Part 1 - Graduates

### 3.1 Employment outcomes

This section reports results related to various aspects of graduates' employment outcomes, including whether or not they had a job at the reference date of 26 May 2000, changes in their employment status since commencing the course, occupations held and the industries in which they were employed.

In particular, the survey has shown that at 26 May 2000:

- 76.0% of graduates had a job, with 50.4% known to be full-time, 23.3% part-time and the remainder not providing details of hours worked.
- 49.8% of graduates unemployed before commencing their course had found work.
- 46.3% of graduates aged 15 to 19 years were in full-time employment. This was close to the outcome for all graduates, which was 50.4%. Graduates aged 20-24 years were most likely (58.5%) to be in full-time jobs. Those aged 15-19 and over 35 were most likely to be in part-time employment.
- Unemployment rates did not vary greatly by age group. The highest rate, (11.9%), was recorded by the 35-44 age group. 15-19s recorded 11.7%, while the remainder showed rates of around 10-11%.
- Over half (52.6%) of all employed graduates worked within four industry sectors (*health and community services, retail trade, manufacturing,* and *property and business services*), while the other half were spread across the other thirteen industry classifications.

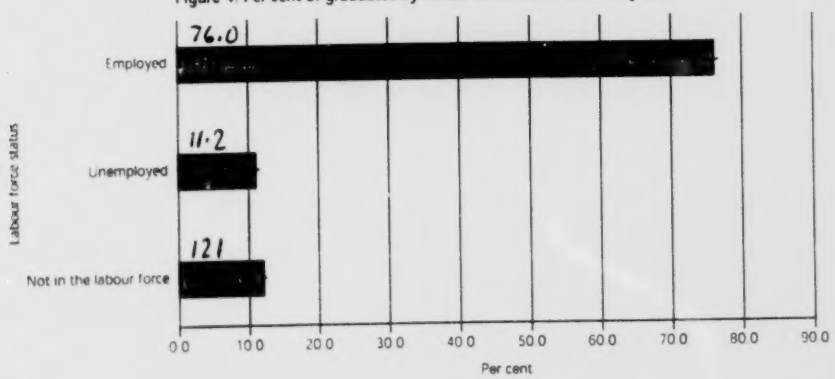
For full explanations of the terminology used, viz *labour force status, employed, unemployed,* and *not in the labour force,* refer to the glossary in the appendices.

#### Labour force status as at reference date

Employment outcomes for 1999 graduates as at the end of May 2000 are summarised in figure 4 and table 5 and the data shows:

- 76.0% of graduates were employed at the end of May 2000, 50.4% full-time and 23.3% part-time.
- 11.2% of graduates were unemployed and seeking work at the end of May 2000, with just over half seeking full-time work (6.4%).
- 12.1% were not in the labour force and not looking for work.

**Figure 4: Per cent of graduates by labour force status at 26 May 2000**

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A more detailed comparison of employment outcomes for graduates by gender is shown in table 5. It shows that while males were twice as likely to be employed full-time, females were three times as likely to be in part-time work and in particular that:

- Male graduates are more likely to be working full-time (65.2%) than female graduates (37.2%).
- Female graduates are more likely to be working part-time (32.1%) and to be unemployed and seeking part-time work (6.0%) than males (13.3% and 3.3% respectively).
- Almost twice as many female graduates as male graduates (15.2% compared to 8.7%) are not in the labour force and not seeking work of any kind.

Table 5: Per cent of graduates by labour force status and sex at 26 May 2000

| Labour force status | All graduates | Males | Females |
|---|---|---|---|
| Employed (a) | 76.0 | 80.9 | 71.7 |
| Full-time | 50.4 | 65.2 | 37.2 |
| Part-time | 23.3 | 13.3 | 32.1 |
| Not employed | 24.0 | 19.1 | 28.3 |
| Unemployed | 11.2 | 9.8 | 12.3 |
| Looking for full-time work | 6.4 | 6.5 | 6.3 |
| Looking for part-time work | 4.7 | 3.3 | 6.0 |
| Not in the labour force | 12.1 | 8.7 | 15.2 |
| Total | 100.0 | 100.0 | 100.0 |

(a) Includes 'not stated'

## Employment outcomes by graduate characteristics

There was variation in the labour force status of 1999 graduates within a range of defined categories. Table 6 provides a breakdown of labour force status by field of study, age, gender, equity access groups and level of qualification.

Notable differences in employment outcomes were as follows:

- Employment outcomes for graduates did not vary greatly by age group. Those aged 20-24 were most likely to be employed, (80.2%) and most likely to be employed full-time, (58.5%), while those aged over 55 were least likely to be employed (59.2%). Other age groups experienced employment rates around 75%.
- Unemployment rates similarly did not vary greatly by age group, with all rates falling between 10.5% and 11.9%. Those aged 35-44 recorded the highest rate of 11.9% while 20-24 year olds enjoyed the lowest rate of 10.5%.
- The proportion of graduates not in the labour force and not looking for work was highest for graduates in the 55 and over age group (28.1%) and lowest for the 20-24 age group (8.8%).
- Graduates from the defined equity groups were less likely to be employed than those not belonging to those groups. Unemployment rates for these groups were: ATSI 18.5% compared to non-ATSI 11.0%, NESB 15.6% compared to non-NESB 9.1% and those with a disability 19.9%, compared to those without a stated disability 10.7%.
- Graduates who completed trade certificates and post trade advanced certificates were most likely to report being employed at 26 May 2000, (94.8% and 89.2% respectively). Those who undertook *certificate I or II* or *statements of attainment* recorded lower employment outcomes of 67.2%, 71.0% and 59.7% respectively. Graduates with trade certificates recorded by far the highest full-time employment outcomes (89.4%).
- Those whose study was in *VET multifield education* (35.7%), or *arts, humanities and social sciences* (61.1%) were less likely to be employed and less likely to be in the labour force (35.7% and 22.2% respectively) than those in other fields.

Table 6: Per cent of graduates by labour force status at 26 May 2000 by field of study, age, sex, ATSI, NESB, disability and level of qualification

| | Employed | | | Unemployed | | | Not in the labour force | Total |
|---|---|---|---|---|---|---|---|---|
| | Full-time | Part-time | Total (a) | Looking for full-time work | Looking for part-time work | Total | | |
| **Field of Study** | | | | | | | | |
| Land & marine resources, animal husbandry | 58.9 | 20.6 | 82.2 | 5.9 | 2.2 | 8.1 | 9.3 | 100.0 |
| Architecture, building | 77.8 | 7.6 | 88.3 | 3.8 | 2.7 | 6.5 | 4.8 | 100.0 |
| Arts, humanities & social sciences | 26.7 | 32.4 | 61.1 | 8.1 | 7.9 | 16.0 | 22.2 | 100.0 |
| Business, administration, economics | 51.2 | 22.7 | 75.9 | 6.9 | 5.1 | 12.1 | 11.6 | 100.0 |
| Education | 47.0 | 33.4 | 83.3 | 3.3 | 2.7 | 6.0 | 10.3 | 100.0 |
| Engineering, surveying | 80.4 | 6.5 | 89.3 | 4.5 | 1.5 | 5.9 | 4.4 | 100.0 |
| Health, community services | 43.8 | 35.3 | 82.1 | 3.8 | 3.1 | 6.9 | 10.0 | 100.0 |
| Law, legal studies | 62.8 | 18.1 | 81.5 | 5.8 | 6.3 | 12.1 | 6.4 | 100.0 |
| Science | 40.6 | 23.5 | 65.1 | 10.0 | 6.8 | 16.8 | 17.7 | 100.0 |
| Veterinary science, animal care | 46.2 | 36.3 | 87.0 | 3.3 | 4.4 | 7.8 | 5.3 | 100.0 |
| Services, hospitality, transportation | 49.4 | 27.4 | 79.3 | 7.7 | 4.1 | 11.8 | 8.3 | 100.0 |
| VET multifield education | 15.7 | 17.6 | 35.7 | 12.7 | 14.1 | 26.8 | 35.7 | 100.0 |
| **Age at 26 May 2000 (years)** | | | | | | | | |
| 15 to 19 years | 46.3 | 27.2 | 75.6 | 6.5 | 5.2 | 11.7 | 11.8 | 100.0 |
| 20 to 24 years | 58.5 | 19.5 | 80.2 | 6.4 | 4.1 | 10.5 | 8.8 | 100.0 |
| 25 to 34 years | 55.5 | 18.6 | 76.4 | 6.8 | 4.4 | 11.2 | 11.9 | 100.0 |
| 35 to 44 years | 44.0 | 26.9 | 73.5 | 6.5 | 5.4 | 11.9 | 14.0 | 100.0 |
| 45 to 54 years | 43.4 | 28.5 | 74.7 | 6.2 | 4.6 | 10.7 | 13.8 | 100.0 |
| 55 + | 30.6 | 26.2 | 59.2 | 5.3 | 6.2 | 11.5 | 28.1 | 100.0 |
| **Sex** | | | | | | | | |
| Male | 65.2 | 13.3 | 80.9 | 6.5 | 3.3 | 9.8 | 8.7 | 100.0 |
| Female | 37.2 | 32.1 | 71.7 | 6.3 | 6.0 | 12.3 | 15.2 | 100.0 |
| **Aboriginal or Torres Strait Islander** | | | | | | | | |
| Yes | 35.5 | 19.8 | 58.8 | 11.3 | 7.2 | 18.5 | 21.9 | 100.0 |
| No | 50.7 | 23.5 | 76.4 | 6.3 | 4.7 | 11.0 | 12.0 | 100.0 |
| **Non-English speaking background** | | | | | | | | |
| Yes | 42.0 | 21.7 | 66.0 | 8.5 | 7.1 | 15.6 | 17.2 | 100.0 |
| No | 54.3 | 24.1 | 80.6 | 5.5 | 3.7 | 9.1 | 9.9 | 100.0 |
| **Disability** | | | | | | | | |
| Any disability | 28.6 | 22.2 | 53.9 | 9.8 | 10.1 | 19.9 | 24.8 | 100.0 |
| None | 51.6 | 23.4 | 77.2 | 6.2 | 4.4 | 10.7 | 11.5 | 100.0 |
| **Level of qualification** | | | | | | | | |
| Diplomas (b) | 49.3 | 27.7 | 79.0 | 6.6 | 4.2 | 10.8 | 9.5 | 100.0 |
| AQF Certificate IV & equivalent (c) | 51.5 | 25.6 | 79.2 | 5.3 | 4.4 | 9.7 | 10.7 | 100.0 |
| AQF Certificate III & equivalent | 56.2 | 20.8 | 79.6 | 5.4 | 3.7 | 9.2 | 10.8 | 100.0 |
| AQF Certificate II | 45.2 | 23.1 | 71.0 | 8.0 | 5.5 | 13.5 | 14.4 | 100.0 |
| AQF Certificate I | 45.6 | 19.7 | 67.2 | 8.8 | 6.2 | 15.0 | 17.0 | 100.0 |
| Other Certificates | 43.7 | 23.7 | 70.4 | 5.8 | 7.2 | 13.1 | 16.0 | 100.0 |
| Other (d) | 23.3 | 44.5 | 67.8 | 0.0 | 0.0 | 0.0 | 32.2 | 100.0 |
| Total Australia | 50.4 | 23.3 | 76.0 | 6.4 | 4.7 | 11.2 | 12.1 | 100.0 |

(a) Includes 'not stated'. (b) Includes advanced and associate diplomas. (c) Includes advanced certificates, post trade and other. (d) Includes other awards not covered elsewhere.

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## Employment outcomes by occupation

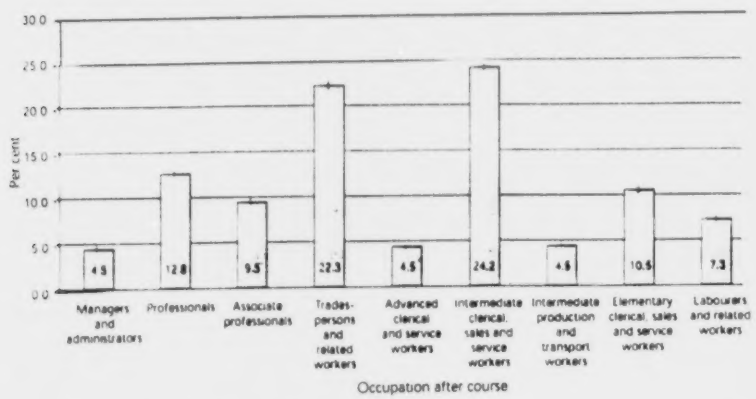
Of those graduates employed, the most common occupation groups in which they worked were *intermediate clerical, sales and service workers* (24.2%), *tradespersons and related workers* (22.3%), *professionals* (12.8%) and *elementary clerical, sales and service workers* (10.5%). Figure 5 shows a comparison of the main occupation groups for employed 1999 graduates.

A comparison of full-time and part-time employed graduates shows that:

- The occupations where full-time employment was most common were:
  - *tradespersons and related workers* (90.6% of employed graduates in this occupational group were employed full-time),
  - *managers and administrators* (where 81.7% of all those employed were working full-time) and
  - *intermediate production and transport workers* where 80.4% of those employed worked full-time.
- Part-time employment for graduates was most prevalent in the following occupations:
  - *elementary clerical, sales and service workers* (55.9% of all those employed were working part-time)
  - *intermediate clerical, sales and service workers* (46.8%), and
  - *labourers and related workers* (38.9%).

The male dominated occupations for graduates are *intermediate production and transport workers* (where 85.3% of all employed graduates were males), *tradespersons and related workers* (where 84.9% of all employed graduates were males) and *labourers and related workers* (with 68.0% males). Females dominated the *advanced clerical and service workers* category (where 84.3% of all employed graduates were females), *intermediate clerical, sales and service workers* (80.9% of all employed graduates were females) and *elementary clerical, sales and service workers* (with 65.5% of all employed graduates females). Occupations are classified using the Australian Standard Classification of Occupation (ASCO) 2nd edition.

**Figure 5: Per cent of graduates by occupation after course**




## Employment outcomes by industry

With respect to industries in which graduates were employed, figure 6 shows that:

- The major industries for employed graduates were *health & community services* (16.0%), *retail trade* (15.1%), *manufacturing* (11.7%), and *property and business services* (9.8%).
- Industries in which few graduates were employed include *mining* (1.5%), *electricity, gas and water supply* (0.8%) and *communication services* (1.3%).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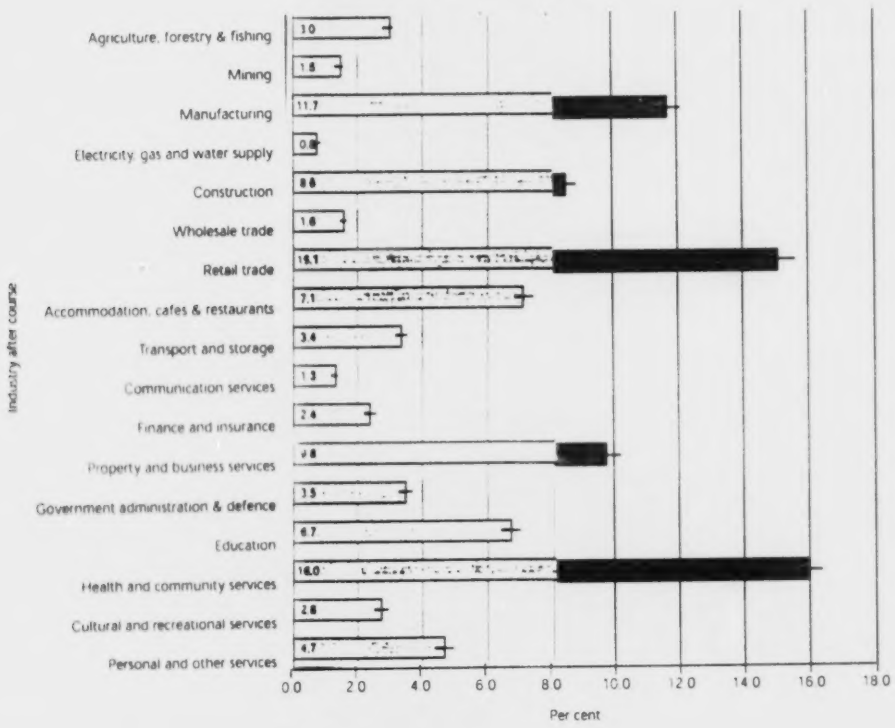
- There were five industries in which part-time employment was relatively high for graduates. These were *accommodation, cafes and restaurants* (51.5% of graduates in this industry worked part-time), *health and community services* (50.1%), *education* (50.0%) *cultural and recreational services* (45.1%), and *retail trade* (42.8%). Females made up the majority of graduates working in most of these industries.
- Males dominated the *mining* (88.0% of graduates employed), *manufacturing* (75.0%), *electricity, gas and water supply* (73.7%) and *construction* (90.3%) industries. Females, on the other hand, dominated the *health and community services* (87.5% of all graduates employed), *education* (70.1%) and *finance and insurance* (70.1%) industries.
- More than half (53.1%) of female graduates were employed in three industries (*health & community services* (27.7%), *retail trade* (14.6%) *and property & business services* (10.8%)). Male graduates were slightly more dispersed across industries with the top 3 industries for males (*manufacturing* (17.8%), *retail trade* (15.6%) and *construction* (15.6%), accounting for 49.0% of all male graduate employment.

Industries were categorised using the Australian and New Zealand Standard Industrial Classification (ANZSIC) codes.

**Figure 6: Per cent of graduates by industry after course**




## Employment outcomes by State/Territory

In table 7, a detailed breakdown is presented of labour force status for graduates at the reference date by State/Territory. Compared to the national result for Australia, a slightly lower than average proportion of TAFE graduates were employed in New South Wales and Western Australia. This result seems to be related to the slightly higher proportion of graduates in these states not in the labour force when surveyed, rather than to higher levels of unemployment among their graduates.

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Table 7: Per cent of graduates by labour force status as at 26 May 2000 by State/Territory

| State/Territory | Employed | | | Unemployed | | | Not in the labour force | Total |
|---|---|---|---|---|---|---|---|---|
| | Full-time | Part-time | Total (a) | Looking for full-time work | Looking for part-time work | Total | | |
| New South Wales | 51.0 | 20.8 | 74.0 | 6.9 | 5.4 | 12.3 | 13.1 | 100.0 |
| Victoria | 47.7 | 26.1 | 76.4 | 7.0 | 5.0 | 12.0 | 11.0 | 100.0 |
| Queensland | 52.6 | 24.2 | 79.3 | 5.3 | 3.2 | 8.5 | 11.4 | 100.0 |
| South Australia | 56.6 | 23.6 | 82.7 | 5.4 | 3.4 | 8.8 | 8.0 | 100.0 |
| Western Australia | 43.4 | 27.5 | 73.6 | 6.0 | 5.4 | 11.5 | 14.3 | 100.0 |
| Tasmania | 53.3 | 23.2 | 79.5 | 7.8 | 3.2 | 11.1 | 8.9 | 100.0 |
| Northern Territory | 60.5 | 16.2 | 80.2 | 5.6 | 2.5 | 8.0 | 10.8 | 100.0 |
| Australian Capital Territory | 52.7 | 27.4 | 82.0 | 5.1 | 2.9 | 8.0 | 9.3 | 100.0 |
| Australia | 50.4 | 23.3 | 76.0 | 6.4 | 4.7 | 11.2 | 12.1 | 100.0 |

(a) Includes not stated

In addition to having a higher labour force participation rate (i.e. employed plus unemployed) amongst graduates, South Australia and the Northern Territory also had relatively higher proportions of graduates in full-time employment. Graduates in Western Australia reported the lowest full-time employment rate, while Tasmania reported the highest proportion of unemployed graduates looking for full-time employment.

## Employment outcomes for those who did their course for vocational reasons

A much higher proportion of those graduates who had studied for vocational reasons were employed as at 26 May 2000 (81.8%) than those who studied for non-vocational reasons, (59.7%). Vocational reasons include to get a job, to get a better job, and to get extra job skills.

Graduates who specifically gave *to get a job or own business* as their main reason for doing the course they completed reported that at 26 May 2000:

- 65.2% were employed.
- 20.7% were unemployed.
- 13.1% were not in the labour force.

About 30% of graduates who gave *to get a job or own business* as their main reason for study were unemployed before starting their course and a further 26.8% were not in the labour force. Only 42.2% were employed. Therefore the proportion of this group in employment after graduating rose by 23 percentage points and the proportion in the labour force rose by almost 14 percentage points.

## Comparison of labour force status before and after completing the course

Whilst the labour force status of graduates at 26 May 2000 is indicative of employment outcomes, an examination of their pre-course and current employment status provides a more detailed picture of shifts that occurred.

Table 8 shows a summary of the change in labour force status for 1999 graduates.

Table 8: Per cent of graduates by labour force status before and after the course

| Labour force status after course at 26 May 2000 | Labour force status before course | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Employed | | | Unemployed | | | Not in Labour force | Total |
| | Full-time | Part-time | Total (a) | Looking for F/T work | Looking for P/T work | Total | | |
| Employed | 92.3 | 87.3 | 89.9 | 53.4 | 42.8 | 49.8 | 44.5 | 76.0 |
| Full-time | 81.3 | 35.6 | 62.4 | 36.0 | 12.4 | 28.0 | 23.0 | 50.4 |
| Part-time | 8.8 | 49.8 | 25.1 | 15.4 | 28.3 | 19.7 | 19.7 | 23.3 |
| Not employed | 7.7 | 12.7 | 10.1 | 46.6 | 57.2 | 50.2 | 55.5 | 24.0 |
| Unemployed | 3.7 | 6.5 | 5.0 | 32.5 | 40.4 | 35.2 | 15.5 | 11.2 |
| Looking for full-time work | 2.4 | 3.8 | 3.1 | 28.2 | 8.1 | 21.4 | 7.0 | 6.4 |
| Looking for part-time work | 1.2 | 2.7 | 1.9 | 4.3 | 32.3 | 13.7 | 8.5 | 4.7 |
| Not in the labour force | 3.8 | 5.9 | 4.8 | 13.3 | 15.8 | 14.1 | 38.9 | 12.1 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

(a) Includes 'not stated'.

The table shows that 89.9% of those employed before the start of the course were also employed as at 26 May 2000. Almost half (49.8%) of those unemployed before the course were employed at the reference date and 44.5% of those previously not in the labour force reported a positive employment outcome. However another 35.2% of those unemployed before their course were still unemployed and looking for work at May 2000.

## Work and further study

After completing their course graduates often go on to do further study, many while working, others while looking for work and some as an alternative to working or seeking work. Figure 7 compares the work and study pattern of graduates before and after their course and categorises graduate activity into two broad groups:

- Those in work or study.
- Those not working and not studying.

The proportion of graduates in work or study increased after graduates completed their course, indicating that their TAFE course has either assisted them into employment or allowed them to undertake further studies to enhance their career prospects.

Equally, the proportion of graduates who were not working or studying after their course has declined after course completion.

Figure 7: Per cent of graduates in work or study

| | Before course | | After course |
|---|---|---|---|
| Working or in study | 77.2 | ▲ | 89.2 |
| Not working and not studying | 22.8 | ▼ | 10.8 |

After completing their current study, further study was undertaken by 38.4% of graduates. The major reasons for undertaking further study are work related, *to get a job or own business* 26.4%, *to get a better job or promotion* 18.0% and *to get extra skills for my present job* 14.3%.

## Movement to higher skilled occupations

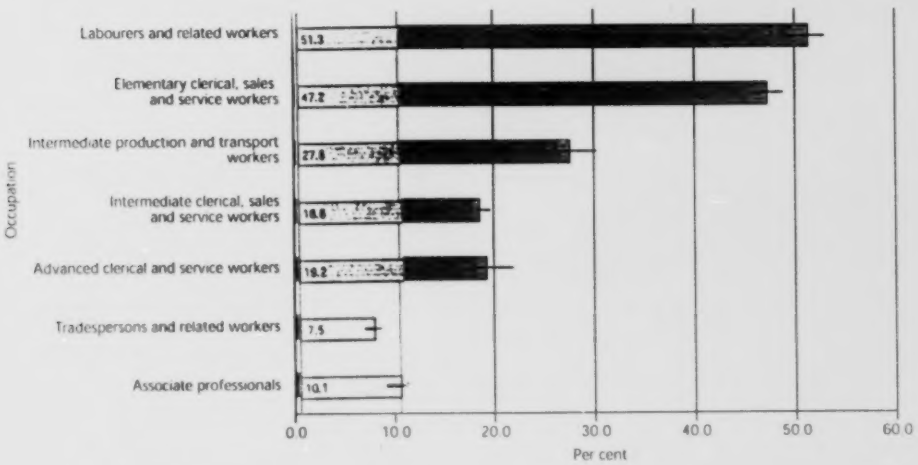
Overall 70.2% of graduates remained in the same occupation category after completing their course and 29.8% changed their occupation after their course, the majority shifting to higher skilled occupations (21.9%). The greatest occupational movements occurred for the *labourers and related workers* category where only 48.7% remained in the same occupation group and 51.3% changed occupations after their course (figure 8).

Major areas of movement occurred in the following occupation categories:

- Labourers and related workers. Roughly half the labourers and related workers (51.3%) moved to a higher skilled occupation after their course, with the largest movement (22.0%) being into trades level occupations.
- Elementary clerical, sales and service workers. Nearly half (47.2%) moved to a higher skilled occupation after their course, mainly into intermediate level clerical, sales and service occupations (17.3%) and trades level occupations (13.2%).
- Intermediate production and transport workers. Nearly one third (27.5%) moved to a higher skilled occupation after their course, again mainly into trades occupations.

Figure 8 shows the extent of occupational movement to higher skilled occupations after the course, with the broad occupation groups ranked from lowest skill levels (*labourers and related workers*) to the highest skill levels (*associate professionals*).

**Figure 8: Percentage movement to higher skilled occupations of employed graduates**




Note: The professionals and managers and administrators categories have been excluded from Figure 8 as the skills levels for both are very similar.

For graduates, professionals showed the least occupational movement with 84.2% remaining in the same occupation.

## Comparison of occupation before and after completing the course

Table 9 summarises the occupation of graduates before commencement of their course and at 28 May 2000 and again illustrates a shift in employment from lower level categories to higher levels. The greatest occupational movements occurred for *labourers and related workers*, where only 48.7% remained in the same occupation. *Professionals*, *tradespersons* and *related workers* and *managers and administrators* were most likely to remain in the same occupation group with 84.2%, 83.7% and 76.2% respectively who had worked in these occupations before the course continuing to do so after their course.



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Table 9: Per cent of graduates by occupation before and after course

| Occupation before course | Occupation after course at 26 May 2000 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | Total |
| Managers and administrators (A) | 76.2 | 3.4 | 4.6 | 4.3 | 1.2 | 5.3 | 1.8 | 1.5 | 1.6 | 100.0 |
| Professionals (B) | 1.9 | 84.2 | 3.2 | 2.3 | 1.3 | 4.3 | 0.9 | 1.0 | 0.8 | 100.0 |
| Associate professionals (C) | 3.0 | 7.0 | 74.7 | 4.2 | 1.1 | 6.4 | 0.5 | 2.2 | 0.7 | 100.0 |
| Tradespersons and related workers (D) | 1.5 | 2.6 | 3.4 | 83.7 | 0.4 | 3.1 | 1.6 | 1.7 | 2.0 | 100.0 |
| Advanced clerical and service workers (E) | 3.1 | 8.7 | 5.1 | 2.2 | 67.7 | 9.6 | 1.2 | 1.7 | 0.6 | 100.0 |
| Intermediate clerical, sales and service workers (F) | 1.9 | 6.0 | 4.7 | 2.9 | 3.0 | 75.7 | 0.4 | 4.1 | 1.1 | 100.0 |
| Intermediate production and transport workers (G) | 0.7 | 3.1 | 3.6 | 14.2 | 1.4 | 4.6 | 65.9 | 3.0 | 3.5 | 100.0 |
| Elementary clerical, sales and service workers (H) | 1.5 | 5.2 | 5.1 | 13.2 | 3.5 | 17.3 | 1.5 | 50.5 | 2.3 | 100.0 |
| Labourers and related workers (I) | 1.1 | 3.8 | 5.5 | 22.0 | 1.0 | 10.4 | 2.4 | 5.2 | 48.7 | 100.0 |

## Comparison of employment before, during and after the course

In summary, a comparison of employment, before, during and after the course indicates that:

- 66.2% of graduates had employment during the final semester of training.
- 27.7% of unemployed graduates before their course had employment during the final semester of training.
- 59.6% of graduates had the same employer before, during and after the course.
- 59.9% of graduates had the same employer after the course at 26 May 2000 as during the final semester of training.
- 70.2% of all employed graduates worked in the same occupation after their course as before their course.
- 72.1% of all employed graduates worked in the same industry after their course as before their course.

## Labour force status of those at school before starting the course

Only relatively few graduates started their course while still at school (6.2%) or within 12 months of leaving secondary school (21.3%).

Of those graduates who had studied at a secondary school during the twelve months before starting their course, 80.6% were employed by 26 May 2000 and 9.6% were unemployed and looking for work. Almost three quarters (72.0%) of those who were employed at the reference date were working on a full-time basis. Of those graduates starting their course while at school, 74.8% were employed at May 2000 and 11.6% were unemployed.

## Looking for work in same (or similar) field as course

The majority (59.6%) of unemployed graduates were looking for work in the same or similar field of study as that in which they had undertaken their course. 15.8% were looking for work in a different field and 24.6% expressed no preferences for field of work.

The survey also revealed that for graduates who were unemployed and undertook the course for work related reasons, 67.8% were looking for work in the same or similar field, 10.9% in a different field and 21.3% did not have a preference.

## Employer characteristics

The characteristics of employers reported in the survey show that the majority of graduates (79.1%) worked in the private sector. Small businesses employing fewer than 10 people employed the greatest proportion (31.1%) of graduates. Large organisations (100 or more employees) were the next major area of employment, providing jobs for 29% of graduates. Medium size organisations (20-99 employees) accounted for a further 25.2% of graduate employment, while organisations with between 10-19 workers accounted for 14.7% of graduates.

Of graduates employed at 26 May 2000:

- 20.9% held jobs in the public sector (either Local, State or Commonwealth Government).
- 31.1% worked for companies with less than 10 employees.
- 29.0% worked for large employers with 100 or more employees.
- 25.2% worked in a business with 20 to 99 employees. 14.7% had a position in a business with 10 to 19 employees.

## Time taken to find work after course

Of graduates that did not have a job during their course but were in employment by 26 may 2000:

- 72.5% found a job within 3 months of completing their course.
- 17.6% found a job within 3-6 months.
- 9.9% took over 6 months to find a job.

## Graduate earnings

A summary of findings related to earnings is presented in this section. The details reported relate to earnings of 1999 graduates working in their first full-time job at the reference date.

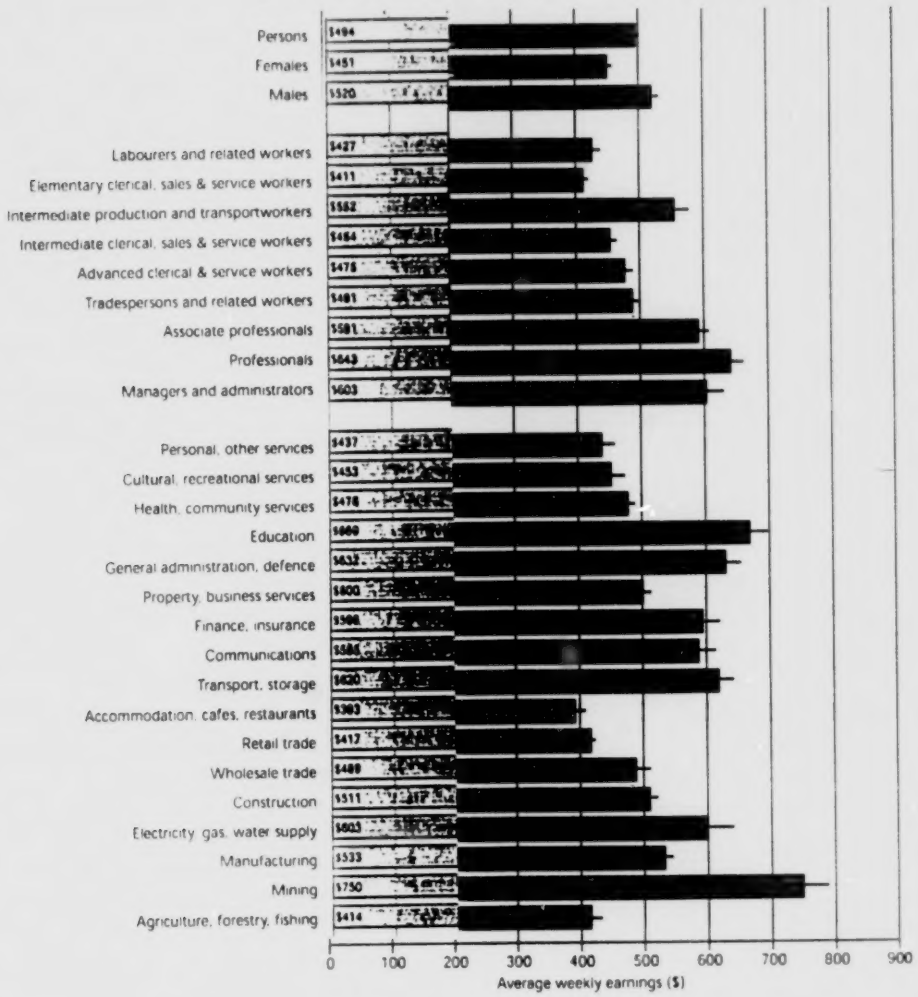
Figure 9 presents average weekly earnings for first full-time job holders by sex, industry and occupation.

Graduates in their first full-time jobs in the *professionals* group ($643) reported the highest average weekly earnings. Those in the *elementary clerical sales and service workers* occupation group ($411) reported the lowest average weekly earnings.

The industries recording the highest average weekly earnings for first full-time job holders were *mining* ($750), *education* ($669) and *government administration and defence* ($632). The lowest earnings were for graduates in *accommodation, cafes and restaurants* ($393) and *agriculture, forestry and fishing* ($414).

On average, employed graduates worked 35 hours per week, unchanged from the 1999 survey result, with those in full-time employment reporting a 42 hour week while those in part-time employment averaged 18 hours. More than four in 10 (40.8%) graduates reported working 40 hours or more per week. Almost 6 in 10 (59.6%) graduates employed full-time were working 40 hours or more per week.

Figure 9: Average weekly earnings of graduates in their first full-time job

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## 3.2 Satisfaction outcomes

The 2000 survey aimed to determine how satisfied graduates were with the course they undertook. This was done by examining the graduates' reasons for doing the course and the extent to which the course helped to achieve that aim, specific employment benefits such as an increase in earnings, and how relevant their course was to their job. Graduates were also asked to rate 17 aspects of their course and the overall course quality. The results related to these issues are summarised in this section.

### Extent to which course helped respondent to achieve main reason for doing the course

As indicated in the reporting on course outcomes, the majority of graduates undertook their course for vocational or job related reasons (76.8%). When this group was asked whether or not the course helped them to achieve their main reason for doing the course:

- 63.7% of graduates reported that the course had helped them to achieve their main reason for doing the course.
- 14.5% of graduates reported that the course had partially helped them to achieve their main reason for doing the course.
- 13.1% of graduates indicated that they didn't know yet whether the course had helped to achieve their main reason for doing the course.
- Only 8.8% of graduates indicated the course did not help them achieve their main reason for doing the course.

The extent to which 1999 graduates felt that their course had helped them to achieve their main reason for doing the course is detailed in table 10.

Table 10: Per cent of graduates by main reason for undertaking course by whether course helped to achieve main reason

| Main reason for doing course | Course helped to achieve main reason | Course partly helped to achieve main reason | Course did not help to achieve main reason | Don't know yet | Total |
|---|---|---|---|---|---|
| Vocational reasons | 63.7 | 14.5 | 8.8 | 13.1 | 100.0 |
| To get a job (or own business) | 51.4 | 15.4 | 13.7 | 19.6 | 100.0 |
| To try for a different career | 49.3 | 18.6 | 11.5 | 20.7 | 100.0 |
| To get a better job or promotion | 50.9 | 20.9 | 9.5 | 18.7 | 100.0 |
| It was a requirement of my job | 88.4 | 5.7 | 4.1 | 1.8 | 100.0 |
| To get extra skills for my job | 76.3 | 15.2 | 3.6 | 4.9 | 100.0 |
| Non-vocational reasons | 71.6 | 15.9 | 4.7 | 7.8 | 100.0 |
| To get into another course of study | 73.1 | 13.3 | 5.3 | 8.3 | 100.0 |
| For interest or personal development | 73.9 | 15.9 | 3.6 | 6.5 | 100.0 |
| Other reasons | 59.8 | 20.1 | 8.1 | 11.9 | 100.0 |
| Total | 65.5 | 14.8 | 7.9 | 11.8 | 100.0 |

Overall, 80.3% of graduates reported that the course wholly or partly helped them to achieve their main reason for doing their course. Those most likely to report a positive outcome include:

- Graduates who undertook their course for non-vocational reasons (87.4% compared with 78.1% for those doing the course for vocational reasons).
- Those who did the course as part of a job requirement (94.1%) or to get extra skills for their job (91.4%).

- Those who were employed at 26 May 2000 (85.3%), especially those employed full-time (87.7%).

It is not surprising that those doing their course for non-vocational reasons were more likely to report having achieved their purpose, as the 'reward' for completing the course that was undertaken for personal interest would be more immediate. Improving one's position in the labour market, however, is dependent not only on course outcomes, but also on external factors. These include, amongst others, availability of jobs, experience, personal communication skills and other skills.

Those least likely to report that their course wholly or partly helped them to achieve their main reason or goal include:

- Those unemployed at 28 May (58.3%), particularly those looking for full-time work (55.2%).
- Those whose main reason was *to try for a different career* (49.3%) or *to get a better job or a promotion*, (50.9%).

## Perceived benefits of undertaking course for employed graduates

1999 graduates who were employed at 26 May 2000 were asked to indicate what employment-related benefits they had received as a result of completing their course from a list of benefits in the questionnaire.

Overall, 69.5% of employed graduates reported having benefited in some way, 43.9% having *changed or got a job*, 24.6% having had *an increase in earnings* and 17.8% having *had a promotion or received an increased status at work*.

Figure 10 provides details of the proportion of employed graduates reporting at least one of the listed benefits for a range of characteristics.

Overall males (71.0%) were more likely to report a positive outcome than females (68.0%). Males (28.4%) were also more likely to obtain *an increase in earnings* than females (20.7%).

Benefits were more likely to flow through to those in full-time work (72.7%) and those working as *tradespersons and related workers* (77.9%), *intermediate clerical, sales and service workers* (72.1%) and *advanced clerical and service workers* (70.9%). Benefits were least likely for *elementary clerical, sales and service workers* (56.0%) and *labourers and related workers* (59.9%). On an industry basis graduates working in *construction* (78.7%) and *property & business services* (75.1%) were most likely to report positive benefits from their course.

The proportion of graduates from a non-English-speaking background, those reporting a disability and Indigenous people reporting a positive benefit was similar to that of the rest of the graduate population.

Those who undertook the course for non-vocational reasons understandably were more likely to report no work-related benefits (53.4%).

## Relevance of course

Employed graduates were asked to provide an indication of how relevant the course they completed was to the job held at the reference date.

In table 11, a comparison is provided of results by sex for the 2000 survey.

Overall 76.9% of graduates reported that the course was highly or somewhat relevant to their job. Groups more likely to report that the course was highly or somewhat relevant include:

- Males 80.1% compared to females 73.7%.
- Full-time workers (83.4%) compared to part-time workers (62.8%).
- Those who did the course for vocational reasons (81.9%) compared to non-vocational reasons (53.8%).
- *Tradespersons and related workers* (88.4%), *professionals* (83.0%), *managers and administrators* (82.9%) and *associate professionals* (82.5%).

Figure 10: Per cent of employed graduates reporting at least one benefit of the course

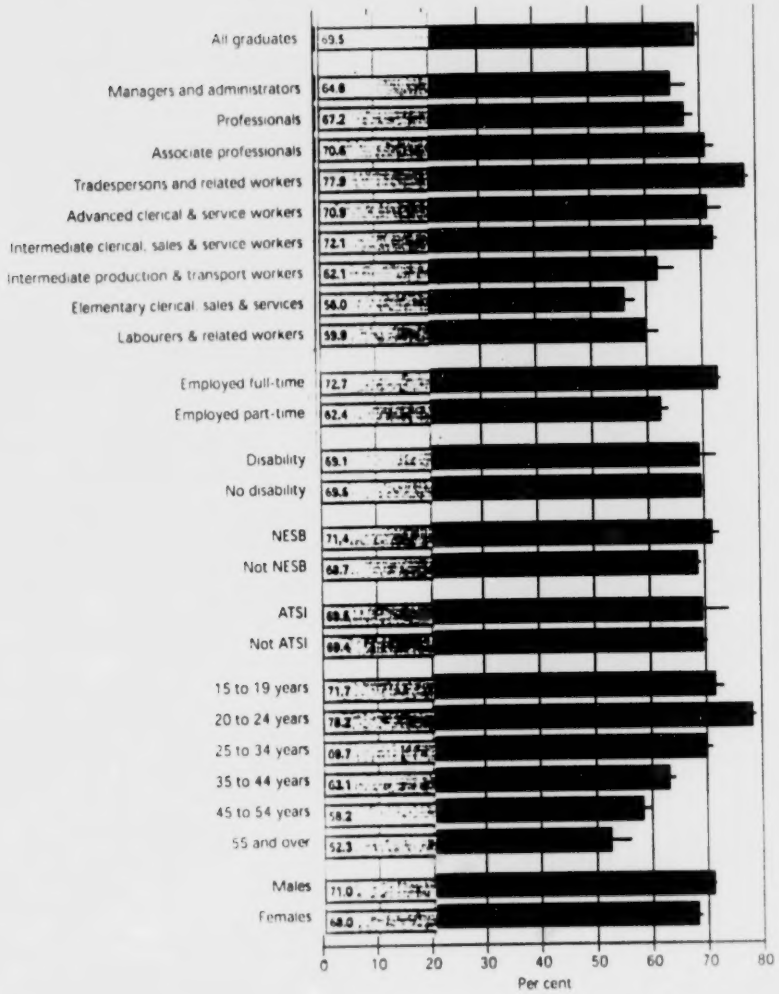


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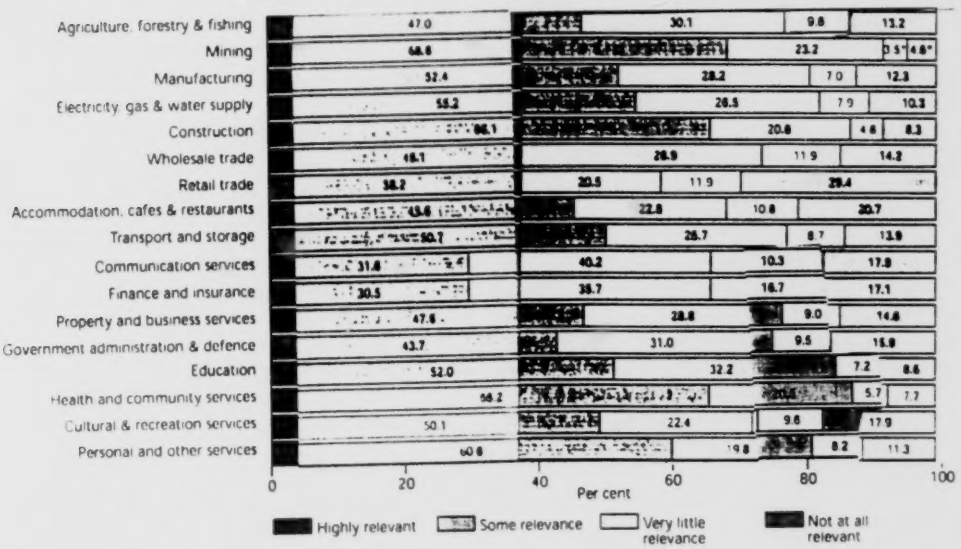
Table 11: Per cent of graduates by relevance of TAFE course to current job by sex

| Level of relevance | All employed graduates | Males | Females |
|---|---|---|---|
| Highly relevant | 52.0 | 55.4 | 48.6 |
| Of some relevance | 24.9 | 24.7 | 25.1 |
| Very little relevance | 8.5 | 7.3 | 9.6 |
| Not at all relevant | 14.7 | 12.6 | 16.7 |
| Total | 100.0 | 100.0 | 100.0 |

Figure 11 shows the level of perceived relevance of the course completed for graduates working in each industry. Key outcomes are:

- Graduates employed in the *mining* (91.3%), *construction* (86.9%) and *health & community services* (86.7%) industries reported the highest ratings of their course to their current job.
- Graduates in the *retail trade* (41.3%), *finance and insurance* (33.8%) and *accommodation, cafés and restaurants* (31.6%) industries reported very little or no relevance of their course to their current job.

**Figure 11: Per cent of graduates by industry perceived by relevance of course completed**




* Indicates estimates have a relative standard error greater than 25% and therefore should be used with caution.

## Satisfaction with aspects of course and course overall

Graduates were asked to rate 18 aspects of their course (including the overall quality of their course) on a scale of 1 to 10, where 1 or 2 was 'poor' and 9 or 10 was 'excellent'. The ratings were then grouped into three broad categories: satisfied (which included ratings 8 to 10), neither satisfied nor dissatisfied (4 to 7) and dissatisfied (1 to 3).

Over 66.7% of graduates were satisfied with the overall quality of their course (Figure 12). The aspects of their course with the highest rating were:

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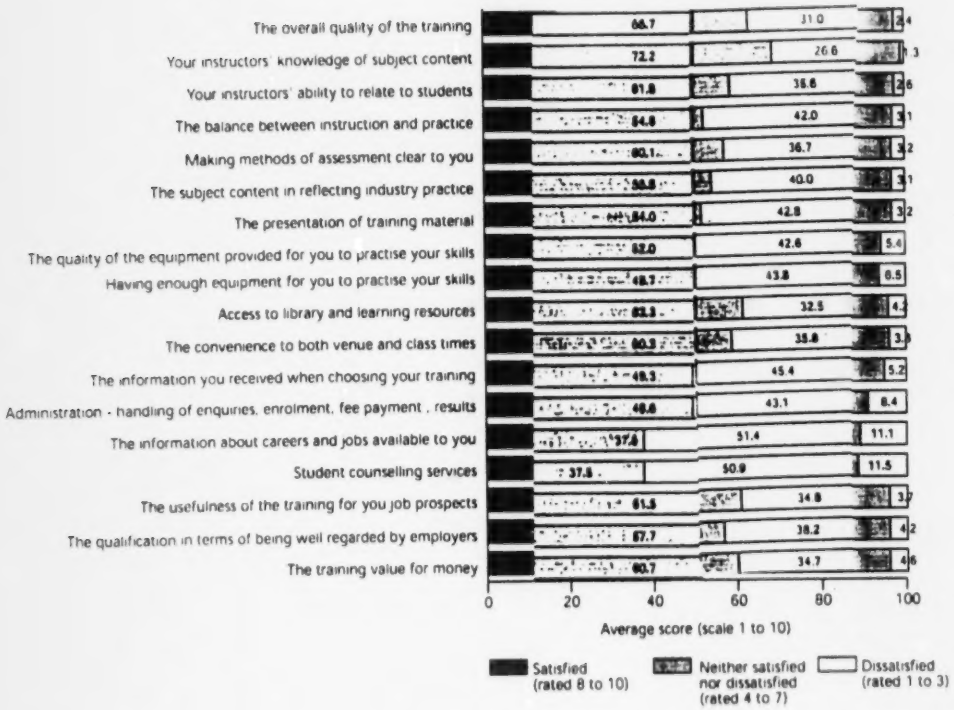
Figure 12: Course ratings of graduates




- *Your instructors' knowledge of course content* (72.2% of graduates were satisfied).
- *Your instructors' ability to relate to students* (61.8%).
- *Access to library and learning resources* (63.3%).
- *Making methods of assessment clear to you* (60.1%).
- *The convenience of both the venue and class times* (60.3%).

The aspects of the course with the lowest rating were:

- *Student counselling services* (37.5% of graduates were satisfied).
- *The information about careers and jobs available to you* (37.5%).
- *The information you received when choosing course, subjects or modules* (49.3%).
- *Administration, handling of inquiries* (48.6%)
- *Having enough equipment for you to practise your skills* (49.7%)

While 66.7% of graduates were satisfied with the overall quality of the course, only 2.4% were dissatisfied. Nearly one in three graduates (31.0%) were not strongly positive or negative about the course overall.

Differences in satisfaction for a range of graduate sub-groups are illustrated in table 12. Graduates aged 45 years and over (72.5%) reported higher levels of satisfaction than those in the 15 to 24 year age group (65.5%).

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Employed graduates who had received some work-related benefit resulting from their course, or who felt that their course was relevant to their job, were also more likely to be satisfied with their course.

Table 12: Per cent of graduates by overall course rating by general characteristics

| General characteristics | Satisfied (8-10) | Neither satisfied nor dissatisfied (4-7) | Dissatisfied (1-3) | Total | Mean Score |
|---|---|---|---|---|---|
| Gender | | | | | |
| Males | 64.6 | 32.9 | 2.6 | 100.0 | 7.8 |
| Females | 68.5 | 29.3 | 2.2 | 100.0 | 8.0 |
| Age end May 2000 | | | | | |
| 15-24 years | 65.5 | 32.0 | 2.5 | 100.0 | 7.9 |
| 25-44 years | 65.8 | 31.9 | 2.3 | 100.0 | 7.9 |
| 45 years and over | 72.5 | 25.5 | 2.0 | 100.0 | 8.2 |
| Aboriginal & Torres Strait Islanders | | | | | |
| ATSI | 75.9 | 20.7 | 3.5 | 100.0 | 8.4 |
| Non-ATSI | 66.5 | 31.2 | 2.3 | 100.0 | 7.9 |
| Main reason for doing course | | | | | |
| Vocational | 66.5 | 31.1 | 2.4 | 100.0 | 7.9 |
| Non-vocational | 67.3 | 30.4 | 2.3 | 100.0 | 8.0 |
| Labour Force Status 26 May 2000 | | | | | |
| Employed | 67.3 | 30.5 | 2.2 | 100.0 | 8.0 |
| Unemployed | 63.5 | 33.0 | 3.5 | 100.0 | 7.8 |
| Not in labour force | 66.5 | 31.6 | 2.0 | 100.0 | 8.0 |
| Employed graduates | | | | | |
| Received at least one benefit | 69.2 | 29.1 | 1.6 | 100.0 | 8.1 |
| Benefits not received | 62.5 | 33.8 | 3.7 | 100.0 | 7.7 |
| Highly/somewhat relevant to job | 69.2 | 29.0 | 1.7 | 100.0 | 8.1 |
| Little/no relevance | 60.4 | 35.7 | 3.9 | 100.0 | 7.6 |
| Total all graduates | 66.7 | 31.0 | 2.4 | 100.0 | 7.9 |

### Rating of course aspects

Graduates were asked to rate the most important aspects of their course. The results show that the most important aspects of service were:

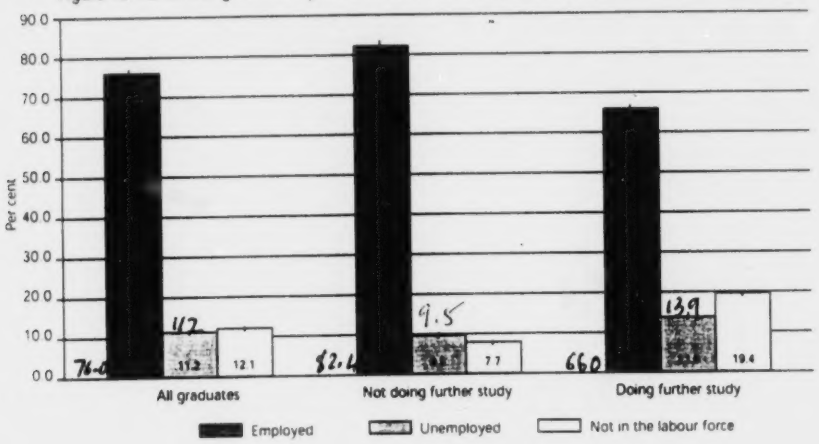
- *The instructors' knowledge of subject content* (33.4%)
- *The subject content in reflecting industry practice* (12.8%)
- *The instructors' ability to relate to students* (12.1%)
- *The usefulness of course for job prospects* (10.0%).

## 3.3 Further study

This section includes results related to further study undertaken by graduates completing their course. In particular, details are presented of the characteristics of those undertaking further studies, motivations for doing so and details of the course itself.

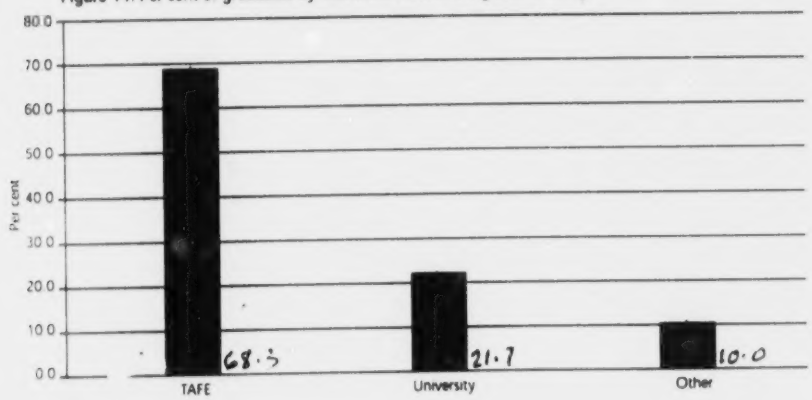
In total, 38.4% of all graduates had enrolled in further study at May 26, 2000. A comparison of the labour force status of graduates doing further study and all graduates (Figure 13) shows that, compared with the labour force status of all graduates, a lower proportion of those undertaking further study were employed and, conversely, a higher proportion were unemployed or not in the labour force. Two-thirds (66.0%) of those doing further study were employed compared with 82.4% of those not doing further study.

Figure 13: Per cent of graduates by labour force status at 26 May 2000 by those doing further study




As figure 14 indicates, the majority of graduates undertake further study at TAFE. The proportion enrolled at TAFE for further study is almost 3 times as high as the proportion of graduates undertaking further study at a university. Of those enrolled in other institutions, most were attending private training institutions (3.8%). Most graduates enrolled in further study were females (56.1%).

Figure 14: Per cent of graduates by institution where doing further study




## State/Territory comparisons

Graduates from the Northern Territory (45.0%), New South Wales (41.3%), and Western Australia (40.1%) were more likely to go on to further study than those from Queensland (33.6%), Victoria (35.9%), Tasmania (34.6%), Australian Capital Territory (35.9%), and South Australia (37.1%).

Table 13 provides a State/Territory breakdown of the type of institution in which graduates were enrolled for further study.

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Table 13: Per cent of graduates enrolled in further study by type of institution and received RPL

| State/Territory | University | TAFE (a) | Other provider (b) | Total | Received RPL for course completed |
|---|---|---|---|---|---|
| New South Wales | 17.9 | 73.6 | 8.4 | 100.0 | 38.4 |
| Victoria | 28.1 | 61.5 | 10.4 | 100.0 | 38.8 |
| Queensland | 24.8 | 61.4 | 13.8 | 100.0 | 35.2 |
| South Australia | 16.3 | 71.5 | 12.2 | 100.0 | 42.1 |
| Western Australia | 23.0 | 68.3 | 8.7 | 100.0 | 40.2 |
| Tasmania | 20.0 | 67.3 | 12.7 | 100.0 | 41.8 |
| Northern Territory | 31.9 | 44.9 | 23.3 | 100.0 | 43.1 |
| Australian Capital Territory | 40.6 | 53.4 | 6.0 | 100.0 | 43.4 |
| Australia | 21.7 | 68.3 | 10.0 | 100.0 | 38.4 |

(a) Includes TAFE division of a university.

(b) Other includes Registered Private Provider, Adult or Community Education Centre and secondary school.

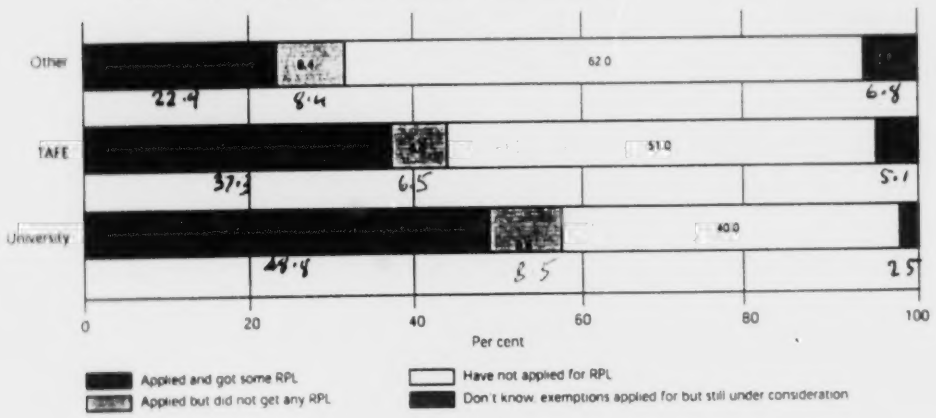
The Northern Territory shows an unusually high proportion of graduates enrolled in further study at a university (31.9%). It should be noted that the major VET provider in the Northern Territory is a university and this may account for the differences.

## RPL towards 1999 course

Of those who had enrolled in further study, 38.4% received some recognition for prior learning (RPL) towards their current studies for their completed TAFE course. A further 7.2% of graduates who had enrolled in further study also applied for RPL but did not get recognition and 8.6% indicated they intended applying.

As figure 15 shows the proportion of graduates applying for and being granted RPL is higher for students enrolled at universities than TAFE colleges or other institutions.

Figure 15: Per cent of graduates in further study and receiving RPL

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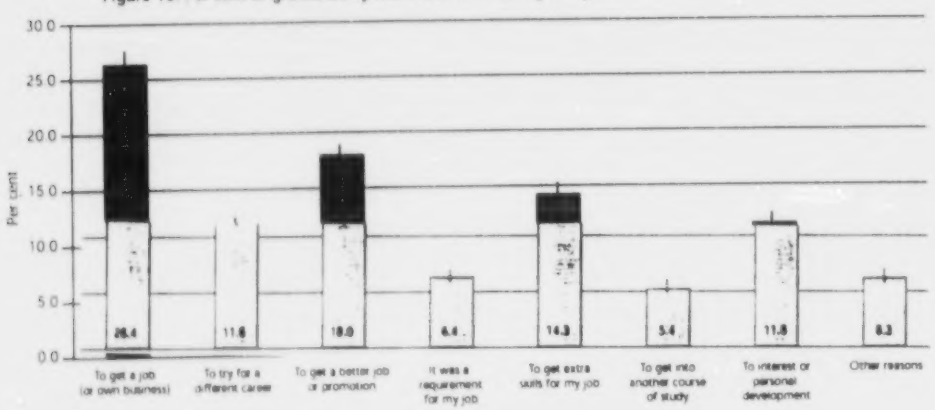
## Main reason for further study

The main reason graduates enrolled in a further course of study was *to get a job* or *to start a business* (26.4%). These results are presented in figure 16.

**Figure 16: Per cent of graduates by main reason for doing study**




A slightly higher proportion of females cited *to get a job or own business* as the main reason for enrolling in further study (27.4% compared with 25.2% for males). Males (9.2%) were much more likely than females (4.2%) to cite *It is a requirement of my present job* as the reason for undertaking further study, whereas females were more likely to cite *for interest of personal development* (13.2% compared to 9.5%).

For those graduates employed at 26 May 2000 and enrolled in further study, their main reason for doing the course was *to get a better job or promotion* (22.9%) followed by *getting extra skills for their present job* (20.6%). Those graduates unemployed or not in the labour force at 26 May 2000 were most likely to be undertaking further study to get a job (52.8% and 43.0% respectively). Those not in the labour force and undertaking further study more frequently reported studying *for interest or personal development* (15.7%) or *to get into another course of study* (11.1%).

Graduates of ATSI (41.4% vs 38.4% non-ATSI) and NESB (43.8% vs 36.1% non-NESB) backgrounds and graduates reporting a disability (41.5% vs 38.5% no disability reported) were all more likely to undertake further study than their opposite numbers.

ATSI graduates undertaking further study reported their main reasons for doing so (in most frequently mentioned order) as follows:

- *To get a job* (27.5%, national average 26.4%).
- *For interest or personal development* (17.8%, national average 11.6%).
- *To try for a different career* (14.7%, national average 11.6%).

NESB graduates on the other hand gave as their main reasons:

- *To get a job* (32.4%).
- *To get a better job or promotion* (17.4%).
- *To try for a different career* (11.5%).
- *For interest or personal development* (11.3%).

Graduates with a disability reported their main reason for undertaking further study as:

- *To get a job* (31.6%).
- *For interest or personal development* (17.4%).



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### Qualification being studied

The most common qualification being studied was a *bachelor or higher degree* (19.6%) or *diploma* (17.6%). Graduates who are more likely to be studying for a *bachelor or higher degree* or a *diploma* included those in part-time employment (27.9% for *bachelor degree or higher* and 19.2% for *diploma*), not in the labour force (24.7% for *bachelor degree or higher* and 19.6% for *diploma*) or looking for part-time work (25.4% for *bachelor degree or higher* and 19.5% for *diploma*). The next most common qualifications being studied are *AQF Certificate III* (12.9%) and *AQF Certificate IV* (11.9%).

### Similar study

The largest percentage (36.7%) of graduates doing further study were enrolled in a field of study similar to both their job at 26 May 2000 and the TAFE course they completed in 1999. This was particularly the case for males, with 41.4% reporting this compared to 33.0% of females. Employed graduates undertaking further study were also likely to be studying in a field similar to their completed course and their job, with 50.3% reporting this (57.0% of those working full-time).

Graduates undertaking further study in a job-related field cited *getting a better job* (28.1%) or *getting extra skills for their job* (27.8%) as their main reasons for selecting their current course.

About a quarter of graduates (24.9%) were continuing study in the same field even though it was not necessarily related to their job. Of those in this category, the largest proportion (41.1%) gave *to get a job* as their main reason for doing further study.

Nearly a third (33.2% ) were undertaking further study which was similar to neither their job nor their previous course. The predominant reasons given for the group undertaking this study were *to get a job* (28.9%) or *to try for a different career* (17.7%).

## 3.4 Course of study

In this section, findings related to the course of study completed in 1999 are discussed. This includes level of qualification, field of study, main reason for doing the course, whether the graduate received any recognition of prior learning (RPL) for the course completed, sources of income whilst studying, employer support, time taken to complete the course and method of course delivery.

### Qualification completed

The majority of TAFE graduates undertake courses leading to a certificate qualification (83.4%) while 16.6% received a *diploma* or *advanced or associate diploma*.

The most common qualification completed was *AQF Certificate III and equivalent* (32.0%) which includes *certificate – trade* (4.6%) and *AQF Certificate III* (27.4%). This was followed by *diplomas, associate diplomas* and *advanced diplomas* (16.6%) and *AQF Certificate IV and equivalent* (15.5%). *AQF Certificate IV* and equivalent includes *advanced certificate – post trade* (0.1%) and *advanced certificate - other* (1.1%). The proportion of graduates completing each type of qualification offered is shown in Figure 17.

Figure 17: Per cent of graduates by qualification undertaken

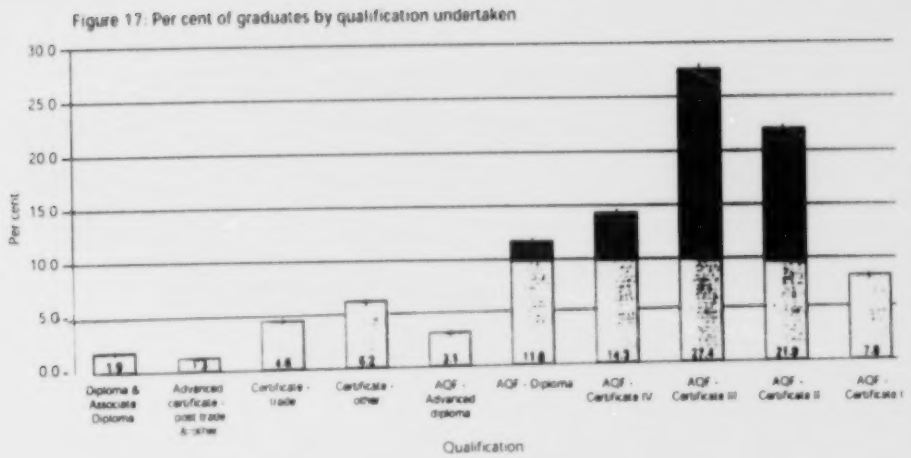


Table 14 shows a breakdown of qualification completed for males, females, ATSI, NESB and graduates with a disability.

Table 14: Per cent of graduates by qualification completed by sex, ATSI, NESB and disability

| Qualification awarded | Australia | Males | Females | ATSI | NESB | Any disability |
|---|---|---|---|---|---|---|
| RATE awards | | | | | | |
| Diploma | 0.2 | 0.1 | 0.3 | 0.2 | 0.2 | 0.2 |
| Associate Diploma | 1.6 | 1.9 | 1.4 | 0.2 | 2.0 | 1.4 |
| Advanced certificate - post trade | 0.1 | 0.2 | 0.1 | 0.0 | 0.1 | 0.0 |
| Advanced certificate - other | 1.1 | 1.1 | 1.1 | 0.3 | 1.0 | 1.0 |
| Certificate - trade | 4.6 | 9.4 | 0.4 | 3.6 | 3.0 | 3.6 |
| Certificate - other | 6.2 | 4.4 | 7.7 | 3.9 | 6.1 | 7.3 |
| AQF awards | | | | | | |
| AQF - Advanced diploma | 3.1 | 3.5 | 2.8 | 1.5 | 5.2 | 3.0 |
| AQF - Diploma | 11.6 | 10.8 | 12.3 | 8.0 | 13.5 | 8.9 |
| AQF - Certificate IV | 14.3 | 14.1 | 14.5 | 9.6 | 13.9 | 14.1 |
| AQF - Certificate III | 27.4 | 26.5 | 28.3 | 26.4 | 27.0 | 24.9 |
| AQF - Certificate II | 21.8 | 19.2 | 24.2 | 32.2 | 19.3 | 22.6 |
| AQF - Certificate I | 7.8 | 8.8 | 7.0 | 13.7 | 8.6 | 13.0 |
| Other including endorsements to certificates and statements of attainment | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

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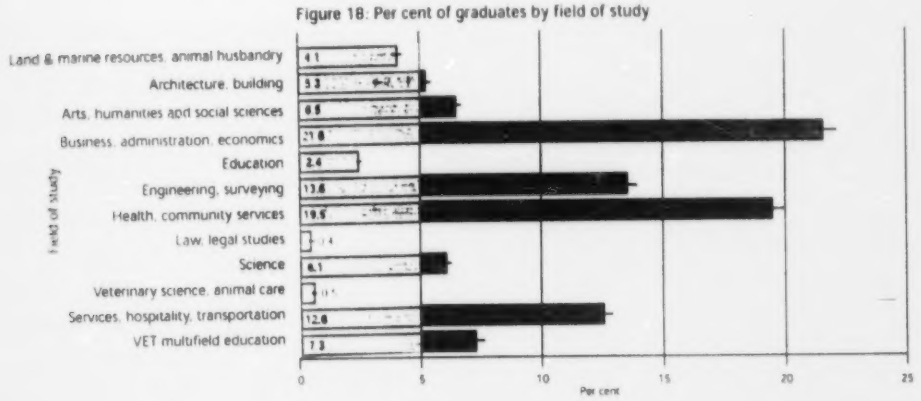
## Field of study

The fields of study attracting the greatest proportion of graduates were *business, administration, economics* (21.6%) and *health & community services* (19.5%). Fields of study with the least graduates were *law and legal studies* (0.4%), *veterinary science and animal care (0.5%)*, and *education* (2.4%). A comparison is shown in figure 18.

**Figure 18: Per cent of graduates by field of study**




The participation across fields of study by graduates of particular client groups is shown in table 15.

**Table 15: Per cent of graduates by field of study by sex, ATSI, NESB and disability**

| Field of Study | All Graduates | Males | Females | ATSI | NESB | Any disability |
|---|---|---|---|---|---|---|
| Land and marine resources, animal husbandry | 4.1 | 5.8 | 2.6 | 4.7 | 1.8 | 4.7 |
| Architecture, building | 5.3 | 10.4 | 0.8 | 5.7 | 4.5 | 3.9 |
| Arts, humanities and social sciences | 6.5 | 5.1 | 7.7 | 10.5 | 8.2 | 7.4 |
| Business, administration, economics | 21.6 | 13.7 | 28.6 | 15.5 | 24.8 | 19.4 |
| Education | 2.4 | 1.8 | 2.9 | 3.0 | 1.3 | 2.7 |
| Engineering, surveying | 13.6 | 27.1 | 1.7 | 6.8 | 12.1 | 9.8 |
| Health, community services | 19.5 | 11.6 | 26.4 | 23.3 | 12.3 | 19.1 |
| Law, legal studies | 0.4 | 0.5 | 0.4 | 0.5 | 0.4 | 0.3 |
| Science | 6.1 | 8.2 | 4.3 | 3.7 | 8.5 | 7.6 |
| Veterinary science, animal care | 0.5 | 0.1 | 0.9 | 0.0 | 0.3 | 0.3 |
| Services, hospitality, transportation | 12.6 | 10.9 | 14.2 | 8.4 | 11.8 | 10.9 |
| VET multifield education | 7.3 | 4.9 | 9.5 | 17.8 | 13.9 | 13.9 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

The table shows, there are clear differences in the selection of field of study. Aboriginal and Torres Strait Islander graduates were more likely than average to have undertaken course in *arts, humanities and social sciences* and *VET multifield education*. Females are more likely than males to undertake *business, administration and economics* and *health & community services*, while males are more likely than females to

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undertake *engineering surveying* and *architecture, building*. Non-English speaking background groups broadly reflect the national pattern apart from *VET multifield education* where they are over represented.

*VET multifield education* is an important area of VET activity as it includes many general and preparatory courses that provide a foundation for further study in more specifically vocational fields. This may explain why more indigenous people and Non-English speaking background people are enrolled in *VET multifield education* course. The other fields of study have a more specific vocational bent.

## Main reason for doing course

Graduates were asked to nominate their main reason for undertaking the course they completed. The reasons listed in the questionnaire fall into two broad categories, vocational (to get a job, try for different career, job requirement, get extra job skills) and non-vocational (to get into another course, personal interest, other reasons). Broadly speaking, graduates in the 2000 survey had a stronger vocational orientation (76.8%) than non-vocational (23.2%). *To get a job or own business* (23.3%) was the main reason cited for undertaking the course.

With respect to 1999 graduates, vocational reasons were more likely to be given as the main motivation by:

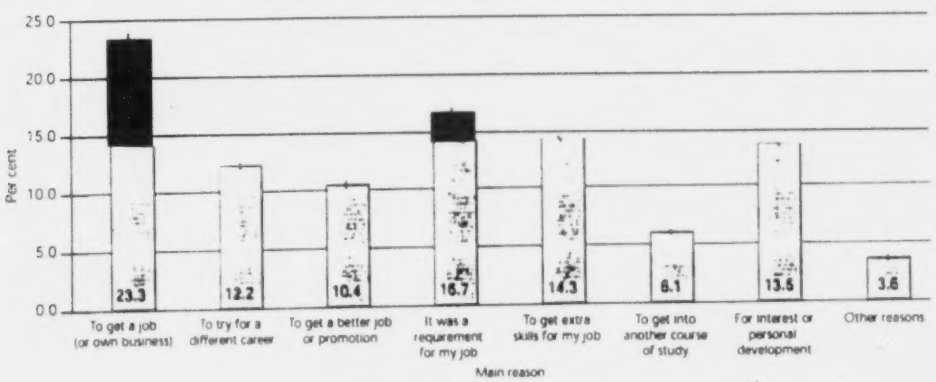
- Males (80.8%) compared to females (73.4%).
- Graduates aged 20 to 54 years (79.1%).
- The majority of those unemployed and looking for full-time work (79.9%) compared to those not looking for work (50.4%) after their course.

Non-vocational reasons were more likely to be given as the main reason by:

- Graduates aged less than 20 years (32.5%) and those aged over 55 (37.8%).
- Those not in the labour force (49.6%).

Figure 19 provides a comparison of the main reason for undertaking the course.

**Figure 19: Per cent of graduates by main reason for undertaking course**

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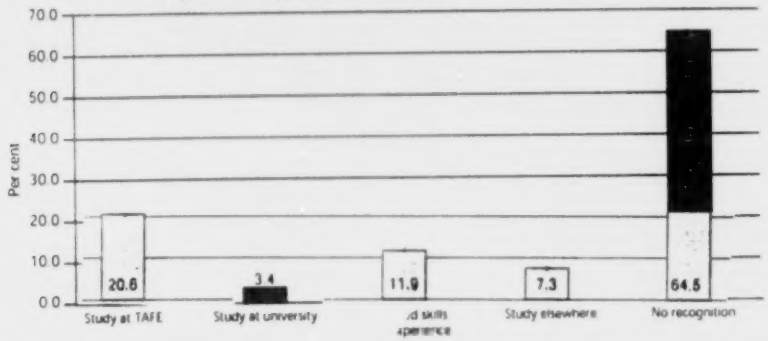
## RPL for course completed

Graduates were asked if they had received any recognition of prior learning (RPL) for the course completed, with 35.5% stating they had received some RPL.

Of those graduates who were granted RPL, more than half received it for previous TAFE study (55.9%), while over a third of graduates (33.4%) received RPL for assessed skills and experience.

RPL was granted equally to males (35.4%) and females (35.6%) and to ATSI (34.2%) and to non-ATSI (35.5%) graduates. RPL was granted relatively frequently to those reporting a disability (39.9%) and NESB graduates (37.9%).

Figure 20: Per cent of graduates by whether received recognition for prior learning for course completed




## Source of income whilst studying

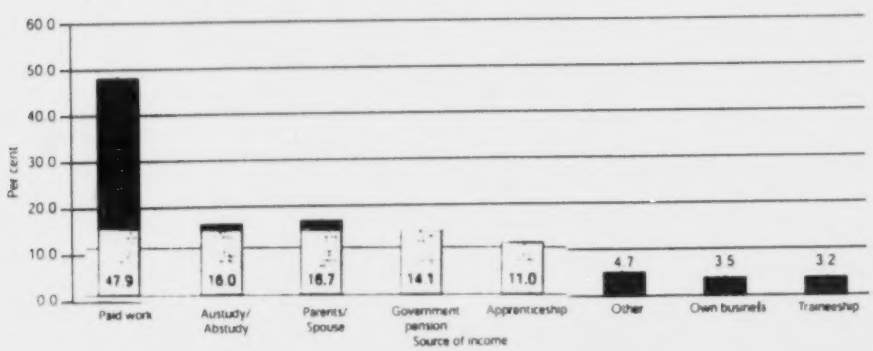
The main sources of income whilst studying, as summarised in figure 21, were:

- Paid work (47.9%).
- Assistance from parents/partner (16.7%).
- Austudy/Abstudy or other government payments (16.1%).
- Apprenticeships (11.0%) and traineeships (3.2%).

Males (20.7%) were more likely than females (2.6%) to receive financial assistance through apprenticeships. Females (21.7%) were more likely than males (10.9%) to receive assistance from parents or spouse/partner.

Those not employed or not in the labour force after the course were more likely to be dependent on government payments (Austudy or Abstudy 26.1%) or on parents or partners (29.2%) for financial support whilst studying.

Figure 21: Per cent of graduates by sources of income



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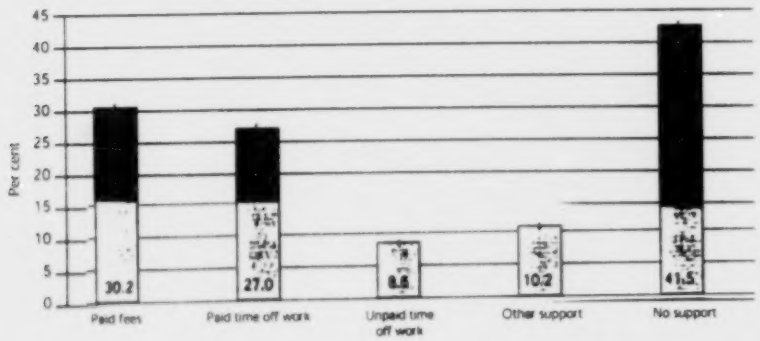
## Employer support

Employed graduates were asked whether they received any support from their employer during the final semester of their study. As summarised in figure 22, over half (58.1%) of graduates employed during their course received some form of employer support. The most common forms of support were:

- 30.2% had their fees paid by their employer.
- 27.0% had paid time off work.
- 8.6% had unpaid time off work.
- 10.8% had other support from their employer.

Of those graduates employed during their course, males (64.8%) were more likely than females (51.1%) to receive some type of employer support, while NESB (53.1%) and those with a disability (52.6%) were less likely than average to receive support.

**Figure 22: Per cent of graduates by employer support during course**




## Weekly hours of attendance and time taken to undertake course

Table 16 details the weekly attendance for graduates in the 2000 survey.

The majority of graduates attended classes from 1 - 10 hours per week (38.7%), while 22.1% attended classes for more than 20 hours per week.

Table 16: Per cent of graduates by usual weekly hours of attendance

| Regular class attendance | |
|---|---|
| 1-10 hours per week | 38.7 |
| 11-15 hours | 8.0 |
| 16-20 hours | 15.1 |
| More than 20 hours | 22.1 |
| Block Release | 6.8 |
| Day Release | 2.4 |
| Did not attend formal classes - external study | 7.0 |
| Total | 100.0 |

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The median length of time that elapsed between when the course started and finished was 10 months (the mean was 14 months) and 63.1% of graduates finished their course within one year.

### Method of course delivery

More than 95% of graduates indicated that they undertook their course in the classroom (with or without work placement). Over a quarter (26.2%) indicated that their course was delivered through group or individual project work, 12.7% indicated the course was delivered at their workplace and 6.4% indicated by correspondence. Only 2.2% indicated online learning as the course delivery method. Graduates were able to nominate more than one mode of delivery, hence percentages sum to more than 100.

Around 35% of graduates indicated that they participated in more that one mode of delivery These graduates were asked how the majority of the course was delivered and which of the delivery modes was the most satisfying. Nearly seven in 10 graduates (68.7%) indicated that the majority of their course was delivered in the classroom, with a further 13.1% indicating through group or individual project work while only 6.6% indicated the workplace.

Of the various modes of delivery 78.1% indicated three modes as the most satisfying. Graduates indicated that they found the course delivery by group or individual project work (28.7%) as the most satisfying followed by in the classroom with work placement (28.2%), and in the classroom with no work placement (21.2%).

## 3.5 Student characteristics

The survey sought a range of information from 1999 graduates, amongst which was information about age, sex, English-speaking background, education, employment and place of residence. Some of this information is summarised and presented below, providing a background to the broader survey results.

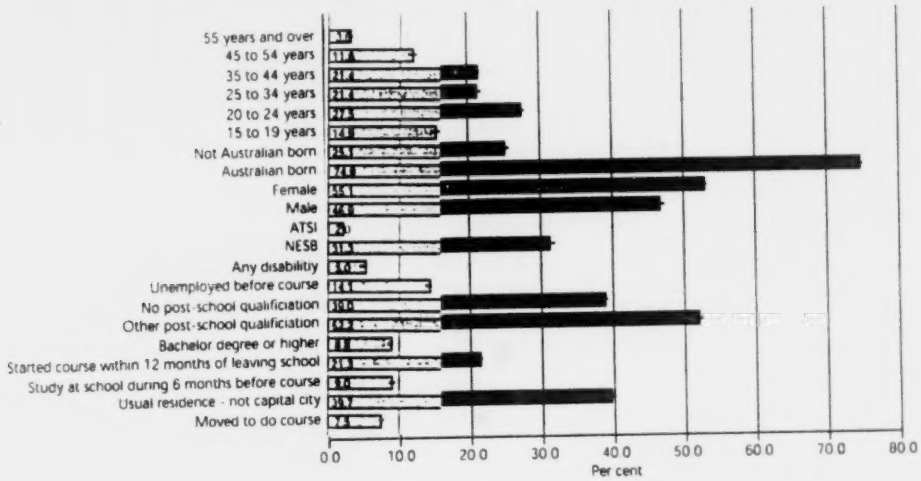
Where relevant, VET participation rates for specific groups are provided for comparative purposes (source: *Australian VET Statistics 1999: in detail, NCVER*).

The results show that:

- Generally graduates were on average younger than VET clients. The median age of graduates was 27 years (the mean was 31years) with 42.4% of graduates aged between 15 and 24 years. Males were on average younger than females, with an average age of 29 years compared to 32 years for females. By comparison, 38.2% of VET client participants were aged 15 to 24 years.
- With respect to country of birth, 69.5% of graduates were born in Australia. A further 6.2% came from countries where the main language is English (predominantly the United Kingdom, Ireland and New Zealand) while 17.1% came from non-English-speaking countries.
- More than a quarter of graduates (30.7%) were from a non-English-speaking background (NESB). Overall, a language other than English is spoken at home by 16.2% of VET participants compared with 22.6% for graduates.
- Female respondents made up 53.1% of graduates. By comparison, 48.8% of VET client participants were female.
- 2.0% of graduates were Aboriginal or Torres Strait Islanders (ATSI) compared with 3.1% for VET overall.
- 5.0% of graduates reported some form of disability compared with 4.6% for VET overall.
- 14.1% of graduates were unemployed before commencing their course.
- 61.0% of graduates had a post-school educational qualification before starting their course. By comparison 36.5% of VET participants had a prior educational qualification.
- 60.3% of graduates lived in a capital city. By comparison 57.0% of VET participants attended a provider in a capital city.

- Of those who relocated to undertake their course (7.5%), the main reasons for doing so were because their local TAFE did not offer the course they wanted to do (42.9%) or because there was no TAFE in the vicinity (18.2%). Males and those of ATSI background were more likely to relocate.

Figure 23: Per cent of graduates by general characteristics




## 3.6 Comparable 1999 and 2000 graduate data

The analysis so far on graduates has only focused on the 2000 survey. This is because there has been a break in the time series information that is available for graduates. The break in the series has been caused by:

- The inclusion of all graduates irrespective of the length of time of their course;
- The weighting of the graduate responses to population benchmarks; and
- The removal of 'not stated' responses in the derivation of proportions.

This section provides directly comparable information from the 1999 and 2000 surveys across 7 key outcome measures. However, the definition of graduates used in this section varies slightly to that used in the previous sections. In this section, only graduates who completed a course of 200 hours or more have been included. Further the proportions shown in this section are on a base of stated responses and both the 1999 and the 2000 data have been weighted to their respective population benchmarks.

There has been little change in the key outcome measures shown between the 1999 and 2000 surveys (Figure 24). This is particularly so of the employment indicators.

The figure highlights that:

- The proportion of persons employed or in further study was 88.2% in 1999 compared with 88.9% in 2000.
- The employment rate of graduates at the end of May was 73.8% in 1999 compared with 74.0% in 2000.
- Those graduates that were unemployed before their training and got a job afterwards have shown more movement. In the 1999 survey, 48.6% of persons unemployed before their training got a job. This proportion increased to 49.5% in 2000.
- The proportion of employed graduates reporting their training to be relevant to their job has remained fairly steady. In 1999 it was 78.2%, slightly higher than the figure recorded in 2000 (76.7%).



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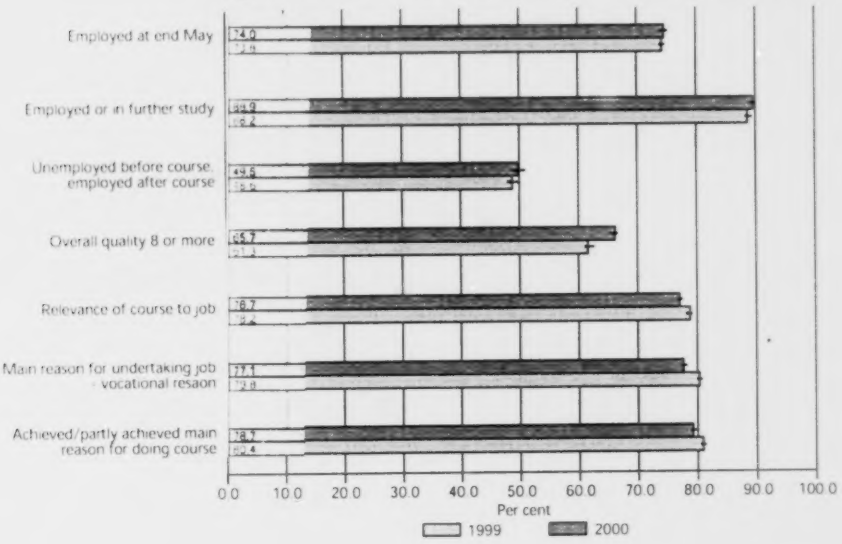
- The mean satisfaction level with the overall quality of the graduate's course has increased slightly with approximately two thirds (65.7% in 2000 and 61.3% in 1999) reporting a score of 8 or more (on a scale where one or two is considered 'poor' and nine or 10 'excellent').
- Overall the proportion of employed graduates reporting their training helped them achieve or partly achieve their main reason for undertaking the course has remained relatively stable. In 1999 80.4% of graduates reported achieving or partly achieving their main reason for doing the course compared with 78.7% in 2000.

**Figure 24: Per cent of graduates by key outcome measures, 1999 and 2000**

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## Part 2 – Module completers

Module completer information was collected from students who successfully completed part, but not all, of the training necessary to complete a full qualification (at least one module) and had left the TAFE system at the time of completing the survey.

Module completers generally undertake less training, with a median length of training of 5 months compared to 10 months for graduates. Module completers generally had a lower level of schooling compared to graduates, with 45.2% of module completers and 52.5% of graduates having completed year 12 or equivalent. Module completers were less likely to be female (50.1%) than graduates (53.1%) and are more likely to be older than graduates (32 compared to 27 years). All these factors are likely to have an impact on employment related outcomes.

The data shown for module completers have been modified since the 1999 publication was released. The revisions are due to:

- The modification of the weighting procedure used. The weighting procedure used in the 1999 publication took account of institutes and gender. A review of this weighting procedure was undertaken in late 1999 and the recommendations from that review were that the weighting procedure should take account of institute, gender, age groups and field of study groups.
- The removal of 'not stated' responses in the derivation of proportions.

More information on the review of the weighting procedure can be obtained from the NCVER upon request.

## 3.7 Employment outcomes

This section reports results related to various aspects of module completers' employment outcomes, including whether or not they had a job at the reference date of 26 May 2000, changes in their employment status since commencing training, occupations held and industries represented.

In particular, the survey has shown that at 26 May 2000:

- 71.0% of module completers had a job.'
- 41.1% of module completers unemployed before commencing their training had found work.
- 33.0% of module completers aged 15 to 19 years were in full-time employment while a further 30.6% were in part-time employment. The overall proportion of module completers in full-time jobs was 47.1%, with a further 22.4% in part-time work. Module completers aged 15 to 19 years were most likely to be unemployed (18.0%).
- More than half of the employed module completers (51%) worked within four industry sectors (*health and community services, retail trade, manufacturing,* and *property and business services*), with the remainder spread across the other thirteen industry classifications.

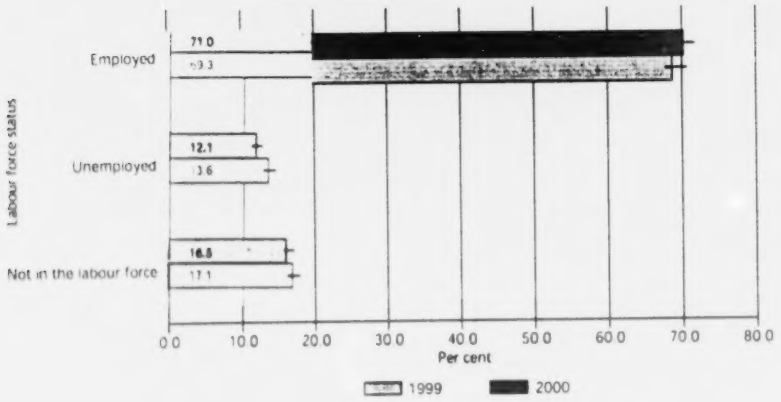
For full explanations of the terminology used, viz *labour force status, employed, unemployed,* and *not in the labour force,* refer to the glossary in the appendices.

### Labour force status as at reference date

Employment outcomes for module completers as at the end of May 2000 are summarised in figure 25 and table 17 and the data shows:

- 71% of module completers were employed at the end of May 2000, 47.1% full-time and 22.4% part-time. This was similar to the rates experienced in the previous year's survey (69.3%).
- 12.1% of module completers were unemployed and seeking work at the end of May 2000, and the majority (7.2%) were seeking full-time work (13.6% were unemployed in 1999).
- 16.5% were not in the labour force and not looking for work (17.1% in 1999).

Figure 25: Per cent of module completers by labour force status at end May 1999 and 2000




A more detailed comparison of employment outcomes for module completers by gender is shown in table 17. It shows that while males were twice as likely to be employed full-time, females were more than twice as likely to be in part-time work and in particular that:

- Male module completers are more likely to be working full-time (61.6% cf 53.8% in 1999) and to be unemployed and seeking full-time work (8.7% cf 11.7%) than female module completers (32.7% working full-time, cf 27.0% in 1999 and 5.7% unemployed seeking full-time work, cf 7.6% in 1999).
- Female module completers are more likely to be working part-time (31.1%) than males (13.6%).
- More than twice as many female module completers (22.1%) are not in the labour force and not seeking work of any kind than males (10.8%).

Table 17: Per cent of module completers by sex and labour force status at end May, 1999 and 2000

| | All module completers | | Males | | Females | |
|---|---|---|---|---|---|---|
| Labour force status | 1999 | 2000 | 1999 | 2000 | 1999 | 2000 |
| Employed (a) | 69.3 | 71.0 | 73.6 | 76.9 | 64.7 | 65.2 |
| Full time | 40.9 | 47.1 | 53.8 | 61.6 | 27.0 | 32.7 |
| Part time | 16.6 | 22.4 | 7.9 | 13.6 | 26.0 | 31.1 |
| Not employed | 30.7 | 29.0 | 26.4 | 23.1 | 35.3 | 34.8 |
| Unemployed | 13.6 | 12.1 | 14.3 | 11.8 | 12.9 | 12.4 |
| Looking for full time work | 9.7 | 7.2 | 11.7 | 8.7 | 7.6 | 5.7 |
| Looking for part time work | 3.9 | 4.9 | 2.6 | 3.1 | 5.3 | 6.7 |
| Not in the labour force | 17.1 | 16.5 | 12.1 | 10.8 | 22.4 | 22.1 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

(a) Includes not stated for full time and part time.

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## Employment outcomes by module completer characteristics

There was variation in the labour force status of module completers within a range of defined categories. Table 18 provides a breakdown of labour force status by field of study, age, gender, equity groups and level of qualification.

Notable differences in employment outcomes were as follows:

- The percentage of employed module completers aged 20 to 54 years are all about the same and range from a high of 77.1% to a low of 73.6%. Those aged 15 to 19 years (63.9%) and over 55 years (51.5%) are less likely to be employed.
- Unemployment was highest for the 15 to 19 age group (18.0%) with most looking for full-time work (11.1%).
- The proportion of module completers not in the labour force and not looking for work was highest for module completers in the 55 and over age group (39.0%).
- Module completers from the defined equity groups were less likely to be employed than those not belonging in those groups. The comparisons were ATSI 46.9% employed compared to non-ATSI 71.5%, NESB 67.7% compared to non-NESB 72.3% and those with a disability 39.2%, compared to those without a stated disability 73.8%.
- Module completers who commenced higher-level qualifications such as *diplomas, advanced certificates* or *certificate III and IV* were generally more likely to report being employed at 26 May 2000 than those who undertook *certificate I or II* or *statements of attainment*.
- Those whose study was in *VET multifield education* (53.4%), or *arts, humanities and social sciences* (64.3%) were less likely to be employed or in the labour force than those in other fields.

Table 18: Per cent of module completers by labour force status at 26 May 2000 by field of study, age, sex, ATSI, NESB, disability and level of qualification

| | Employed | | | Unemployed | | | Not in the labour force | Total |
|---|---|---|---|---|---|---|---|---|
| | Full-time | Part-time | Total (a) | Looking for full-time work | Looking for part-time work | Total | | |
| **Field of Study** | | | | | | | | |
| Land & marine resources, animal husbandry | 53.9 | 23.0 | 80.7 | 3.4 | 1.9* | 5.3 | 13.8 | 100.0 |
| Architecture, building | 71.3 | 10.8 | 83.1 | 8.1 | 0.7* | 8.8 | 8.1 | 100.0 |
| Arts, humanities & social sciences | 31.4 | 31.7 | 64.3 | 6.5 | 5.5 | 12.1 | 22.9 | 100.0 |
| Business, administration, economics | 49.5 | 22.3 | 73.3 | 6.4 | 5.3 | 11.7 | 14.6 | 100.0 |
| Education | 39.3 | 27.1 | 67.0 | 4.3* | 4.2* | 8.5 | 23.5 | 100.0 |
| Engineering, surveying | 65.1 | 12.8 | 79.5 | 7.5 | 2.4 | 10.0 | 10.4 | 100.0 |
| Health, community services | 37.0 | 35.3 | 72.8 | 5.7 | 3.8 | 9.5 | 17.7 | 100.0 |
| Law, legal studies | 80.2 | 9.6* | 94.7 | 2.6* | 1.2* | 3.8* | 1.5* | 100.0 |
| Science | 40.9 | 25.3 | 67.8 | 6.7 | 5.0 | 11.8 | 20.0 | 100.0 |
| Veterinary science, animal care | 42.7 | 27.9* | 79.9 | 1.3* | 0.0 | 1.3* | 18.8* | 100.0 |
| Services, hospitality, transportation | 46.7 | 30.7 | 78.5 | 9.1 | 2.9 | 12.0 | 9.1 | 100.0 |
| VET multifield education | 32.0 | 20.0 | 53.4 | 9.4 | 9.8 | 19.2 | 26.5 | 100.0 |
| **Age at 26 May 2000 (years)** | | | | | | | | |
| 15 to 19 years | 33.0 | 30.6 | 63.9 | 11.1 | 6.9 | 18.0 | 17.9 | 100.0 |
| 20 to 24 years | 54.7 | 18.6 | 74.0 | 10.0 | 4.7 | 14.7 | 10.8 | 100.0 |
| 25 to 34 years | 57.7 | 18.2 | 77.1 | 5.2 | 3.9 | 9.1 | 13.5 | 100.0 |
| 35 to 44 years | 48.0 | 23.9 | 73.6 | 5.6 | 5.2 | 10.8 | 15.2 | 100.0 |
| 45 to 54 years | 51.6 | 20.2 | 74.6 | 5.2 | 4.6 | 9.8 | 15.6 | 100.0 |
| 55 and over | 25.6 | 21.7 | 51.5 | 4.6 | 2.5* | 7.1 | 39.0 | 100.0 |
| **Sex** | | | | | | | | |
| Male | 61.6 | 13.6 | 76.9 | 8.7 | 3.1 | 11.8 | 10.8 | 100.0 |
| Female | 32.7 | 31.1 | 65.2 | 5.7 | 6.7 | 12.4 | 22.1 | 100.0 |
| **Aboriginal or Torres Strait Islander** | | | | | | | | |
| Yes | 25.1 | 19.2 | 46.9 | 19.2 | 5.1* | 24.4 | 27.0 | 100.0 |
| No | 47.5 | 22.6 | 71.5 | 7.1 | 4.8 | 11.9 | 16.2 | 100.0 |
| **Non-English speaking background** | | | | | | | | |
| Yes | 47.1 | 19.3 | 67.7 | 8.1 | 7.0 | 15.1 | 16.7 | 100.0 |
| No | 47.1 | 23.6 | 72.3 | 6.9 | 4.1 | 11.0 | 16.4 | 100.0 |
| **Disability** | | | | | | | | |
| Any disability | 22.1 | 15.5 | 39.2 | 10.8 | 7.8 | 18.7 | 40.2 | 100.0 |
| None | 49.3 | 23.1 | 73.8 | 7.0 | 4.6 | 11.6 | 14.3 | 100.0 |
| **Level of qualification** | | | | | | | | |
| Statement of attainment | 43.3 | 23.0 | 67.7 | 5.5 | 6.4 | 11.9 | 19.8 | 100.0 |
| Certificate of competency, proficiency and other | 51.5 | 19.4 | 73.4 | 6.5 | 3.6 | 10.1 | 16.2 | 100.0 |
| Diplomas (b) | 51.2 | 23.4 | 76.0 | 7.4 | 3.5 | 10.9 | 12.6 | 100.0 |
| AQF Certificate IV & equivalent (c) | 55.4 | 23.7 | 80.2 | 6.0 | 5.5 | 11.5 | 8.3 | 100.0 |
| AQF Certificate III & equivalent | 47.7 | 22.2 | 71.4 | 9.7 | 3.8 | 13.5 | 14.6 | 100.0 |
| AQF Certificate II | 37.7 | 21.4 | 59.6 | 14.6 | 5.2 | 19.8 | 19.8 | 100.0 |
| AQF Certificate I | 42.5 | 22.8 | 66.6 | 7.7 | 10.1 | 17.9 | 15.4 | 100.0 |
| Other (d) | 42.0 | 26.1 | 70.1 | 5.7 | 7.8 | 13.5 | 15.0 | 100.0 |
| No statement or certificate | 46.9 | 24.7 | 72.1 | 8.2 | 2.5 | 10.7 | 16.8 | 100.0 |
| Total Australia | 47.1 | 22.4 | 71.0 | 7.2 | 4.9 | 12.1 | 16.5 | 100.0 |

(a) Includes 'not stated'. (b) Includes advanced and associate diplomas. (c) Includes advanced certificates, post trade and other. (d) Includes other awards not covered elsewhere.



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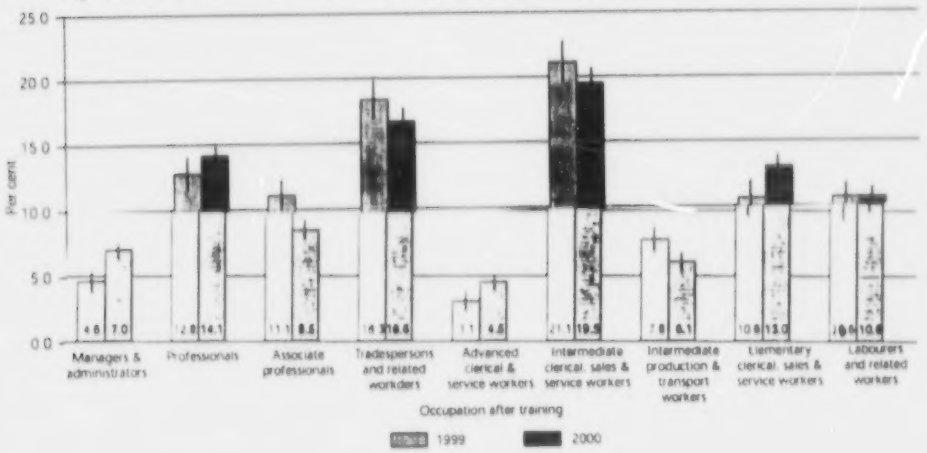
## Employment outcomes by occupation

Of those employed at end of May 2000, the most common occupation groups in which they worked were *intermediate clerical, sales and service workers* (19.5%), *tradespersons and related workers* (16.6%), *professionals (14.1%), and elementary clerical, sales and service workers* (13.0%). Figure 26 shows a comparison of the main occupation groups for employed module completers from the 1999 and 2000 surveys.

**Figure 26: Per cent of module completers by occupation after training, 1999 and 2000**




The chart shows that:

- The *intermediate clerical, sales and service workers* category (19.5% in 2000 *cf* 21.1% in 1999) and the *tradespersons and related workers* category (16.6% *cf* 18.3%) are the most common occupations of employed module completers in both 1999 and 2000.
- There have been increases in the *professionals* (14.1% up from 12.8% in 1999) and *elementary clerical, sales and service workers* (13.0% compared to 10.6% in 1999) groups since the previous year.

In the 1999 and 2000 surveys, occupations were categorised using the Australian Standard Classification of Occupation (ASCO) 2nd edition codes.

## Employment outcomes by industry

With respect to industries in which module completers were employed, a comparison of the 1999 and 2000 survey results are provided in Figure 27. The figure shows that:

- More module completers are employed in the *retail trade* (17.5%), *health & community services* (10.8%) and *accommodation, cafes & restaurants* (6.5%) industries compared with last year's survey.
- The proportion of module completers employed in the *education* industry fell slightly to 7.8%.
- In 2000, more than half of all employed module completers (51.1% *cf* 47.6% in 1999) worked within four industry sectors, the other half being spread across the other thirteen industry classifications. The dominance of these four industries, namely *health and community services (10.8% cf 9.2% in 1999), retail trade (17.5% cf 13.7%), manufacturing (12.4% cf 14.5%)* and *property and business services (10.3% cf 10.2%)*, as employers of module completers has increased slightly in 2000 compared to 1999.

Industries were categorised using the Australian and New Zealand Standard Industrial Classification (ANZSIC) codes.



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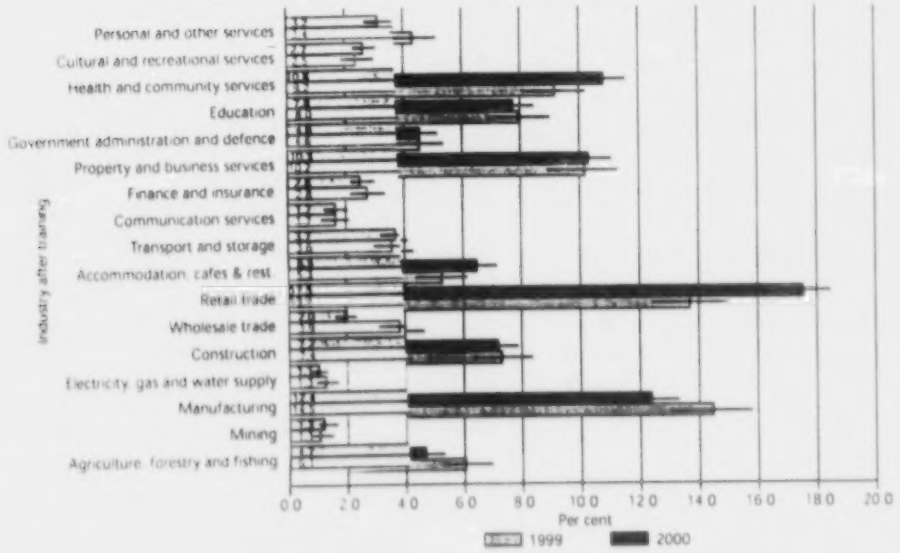
Figure 27: Per cent of module completers by industry after training, 1999 and 2000




## Employment outcomes by State/Territory

In Table 19, a detailed breakdown is presented of labour force status for module completers at the reference date by State/Territory. Compared to the national result for Australia, a higher than average proportion of TAFE module completers was employed in Victoria, South Australia, Western Australia, Northern Territory and the Australian Capital Territory.

Table 19: Per cent of module completers by labour force status as at 26 May 2000 by State/Territory

| | Employed | | | Unemployed | | | Not in the labour force | Total |
|---|---|---|---|---|---|---|---|---|
| State/Territory | Full-time | Part-time | Total (a) | Looking for full-time work | Looking for part-time work | Total | | |
| New South Wales | 41.8 | 22.4 | 65.1 | 7.1 | 7.0 | 14.1 | 20.4 | 100.0 |
| Victoria | 56.4 | 20.8 | 79.0 | 7.8 | 2.6 | 10.4 | 10.4 | 100.0 |
| Queensland | 46.6 | 21.7 | 70.7 | 6.8 | 4.8 | 11.6 | 17.2 | 100.0 |
| South Australia | 51.3 | 22.1 | 75.1 | 6.9 | 2.8 | 9.6 | 14.3 | 100.0 |
| Western Australia | 45.1 | 26.5 | 73.1 | 7.6 | 3.8 | 11.4 | 15.2 | 100.0 |
| Tasmania | 43.8 | 22.3 | 68.0 | 9.2 | 5.1 | 14.3 | 17.2 | 100.0 |
| Northern Territory | 56.5 | 19.5 | 77.9 | 6.9 | 3.2 | 10.1 | 10.7 | 100.0 |
| Australian Capital Territory | 51.7 | 24.7 | 77.4 | 5.7 | 3.6 | 9.3 | 12.9 | 100.0 |
| Australia | 47.1 | 22.4 | 71.0 | 7.2 | 4.9 | 12.1 | 16.5 | 100.0 |

(a) Includes 'not stated'

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## Employment outcomes for those who did training for vocational reasons

Those who reported doing their training for a vocational reason (for example, to get a job, get a better job, get extra job skills, etc.), were more likely to be employed at the reference date than those who did their training for non-vocational reasons. Just over three quarters (78.1%, about the same as the 1999 result of 77.3%) of those doing their training for vocational reasons were employed at the end of May compared with 57.6% (53.2% from the 1999 survey) who did the training for non-vocational reasons.

Module completers who specifically gave *to get a job or own business* as their main reason for doing the training reported that at the end of May:

- 58.1% were employed (53.9% in 1999)
- 24.2% were unemployed (30.2% in 1999)
- 17.1% were not in the labour force (16.1% in 1999).

The employment status before commencing the training of this group of module completer, that is, those who reported that *getting a job or own business* as their main motivation, shows that before their training:

- 37.0% were employed (36.1% in 1999)
- 34.0% were unemployed (42.2% in 1999)
- 27.7% were not in the labour force (21.7% in 1999).

## Comparison of labour force status before and after completing training

Whilst the labour force status of module completers at 26 May 2000 is indicative of employment outcomes, an examination of their pre-training and current employment status provides a more detailed picture of shifts that occurred.

Table 20 shows a summary of the change in labour force status for module completers.

Table 20: Per cent of module completers by labour force status before and after training

| | Labour force status before training | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Employed | | | Unemployed | | | Not in the labour force | Total |
| Labour force status after training at 26 May 2000 | Full-time | Part-time | Total (a) | Looking for F/T work | Looking for P/T work | Total | | |
| Employed (a) | 91.1 | 84.5 | 88.4 | 44.7 | 34.7 | 41.1 | 30.8 | 71.0 |
| Full-time | 83.4 | 25.4 | 61.2 | 27.8 | 11.5 | 21.9 | 15.2 | 47.1 |
| Part-time | 6.6 | 57.8 | 25.4 | 15.7 | 22.2 | 18.0 | 14.8 | 22.4 |
| Not employed | 8.9 | 15.5 | 11.6 | 55.3 | 65.3 | 58.9 | 69.2 | 29.0 |
| Unemployed | 3.9 | 7.5 | 5.4 | 37.1 | 46.0 | 40.3 | 15.6 | 12.1 |
| Looking for full-time work | 3.0 | 4.8 | 3.6 | 34.8 | 7.2 | 24.9 | 7.4 | 7.2 |
| Looking for part-time work | 0.9 | 2.7 | 1.8 | 2.3 | 38.8 | 15.4 | 8.3 | 4.9 |
| Not in the labour force | 4.8 | 7.7 | 6.0 | 17.5 | 19.1 | 18.1 | 52.6 | 16.5 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

(a) Includes 'not stated' for full-time and part-time.

The table shows that 88.4% of those employed before the start of the training were also employed as at 26 May 2000. A significant proportion (41.1%) of those unemployed before the training were employed at the reference date and 30.8% of those previously not in the labour force reported a positive employment outcome. However another 40.3% of those unemployed before their training were still unemployed and looking for work at May 2000 with most (24.9%) of this group looking for full-time employment.

## Movement to higher skilled occupations

Most module completers (78.7%) were in the same occupation after their course as before. Overall 13.1% of module completers employed both before and after their training moved to a higher skilled occupation after their training. Module completers with jobs in the lowest skilled occupations before commencing their training as with graduates are more likely to move to more skilled occupations after their training.

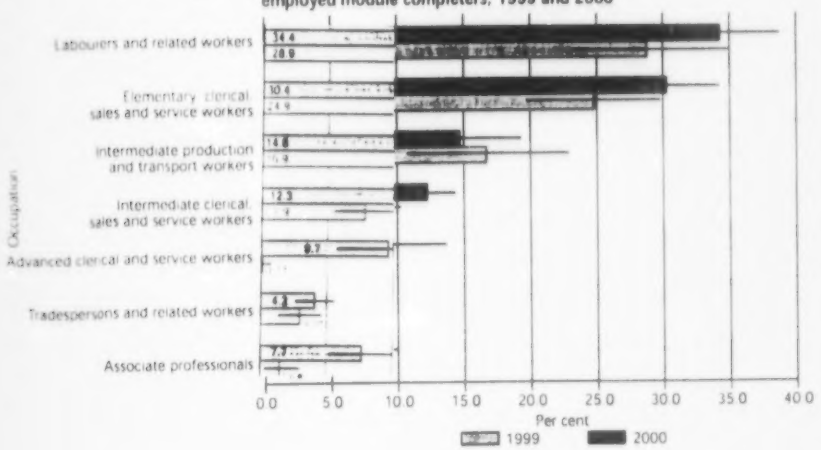
About a third of the module completers employed as *labourers and related workers* (34.4%), *and elementary clerical, sales and service workers* (30.4%) before their training moved to higher skilled occupations after training (Figure 28).

Major areas of movement occurred in the following occupation categories:

- Labourers and related workers. 8.7% of employed module completers moved into the *tradespersons and related workers* category and a further 6.6% moved into the *intermediate clerical, sales and service workers* category.
- Elementary clerical, sales and service workers. 15.8% of employed module completers moved into the *intermediate clerical, sales and service workers* category.
- Intermediate production and transport workers category. 4.7%* of employed module completers moved into the *tradespersons and related workers* category.
- Intermediate clerical, sales and service workers category. 3.6% of employed module completers moved into the *advanced clerical, sales and service* category and a further 3.1% into the *professionals* category.

Figure 28 shows the extent of occupation movement to higher skilled occupations after training, with the broad occupation groups ranked from lowest skill levels (*labourers and related workers*) to the highest skill levels (*associate professionals*).

Figure 28: **Percentage movement to higher skilled occupations of employed module completers, 1999 and 2000**




Note: The professionals and managers and administrators categories have been excluded from Figure 28 as the skills levels for both are very similar.

* indicates this estimate has a relative standard error greater than 25% and should therefore be used with caution.

For module completers, *professionals* showed the least occupational movement with 92.6% remaining in the same occupation.

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## Comparison of occupation before and after completing training

Overall nearly four in five (78.7%) module completers remained in the same occupational category after completing their training and 21.3% changed their occupation after their training, with about half shifting to higher skilled occupations (13.1%). The greatest occupational movements occurred for the *elementary clerical, sales and services* category where only 65.4% remained in the same occupation group and 34.6% changed occupations after training.

*Tradespersons and related workers, professionals* and *managers and administrators* were most likely to remain in the same occupation group, with at least eight in 10 doing so after their training.

## Comparison of employment before, during and after training

In summary, a comparison of employment, before, during and after the training indicates that:

- 63.8% of module completers had employment during the final semester of their training.
- 70.4% of module completers had the same employer before, during and after their training.
- 62.2% of module completers had the same employer after their training at 26 May 2000 as during the final semester of their training.
- 78.7% of all employed module completers worked in the same occupation after their training as before their training.
- 80.6% of all employed module completers worked in the same industry after their training as before their training.

## Labour force status of those at school before starting training

Only relatively few module completers started their training while still at school (8.0%) or within 12 months of leaving secondary school (14.4%).

Of those module completers who had studied at a secondary school during the six months before starting their training, 66.3% were employed by 26 May 2000 and 16.7% were unemployed and looking for work. About half of those who were employed at the reference date were working on a full-time basis. Of those module completers starting their training while at school, 50.9% were employed at May 2000 and 20.2% were unemployed.

## Looking for work in same (or similar) field as training undertaken

About four in ten (41.8%) unemployed module completers were looking for work in the same or similar field of study as that in which they had undertaken their training. A further 26.8% were looking for work in a different field and 31.4% expressed no preferences for field of work.

The survey also revealed that for module completers who were unemployed and undertook the training for work related reasons, 46.8% were looking for work in the same or similar field, 21.1% in a different field and 32.1% did not have a preference.

## Employer characteristics

The characteristics of employers reported in the 1999 and 2000 surveys are detailed below. Of module completers employed at end May:

- 78.3% held jobs in the private sector (76.2% in 1999).
- 21.7% held jobs in the public sector (either local, State or Commonwealth Government) (23.8% in 1999).
- 53.0% worked for large employers (100 or more employees, 55.5% in 1999).

- 25.8% worked for a business with less than 10 employees (24.9 % in 1999)
- 13.2% worked in a business with 20 to 99 employees (11.5% in 1999)
- 8.0% had a position in a business with 10 to 19 employees (8.0% in 1999)

## Time taken to find work after training

Of the module completers who did not have a job during their training but were in employment at 26 May 2000:

- 69.8% found a job within three months of completion of their training
- 17.8% took between four and six months
- 12.4% took more than six months to find a job.

Of those who took less than three months to find a job after completing their training, 60.3% were employed full-time. Of those taking four to six months, only about half were working full-time (47.4%) and of those taking more than six months, 46.3% were in full-time work.

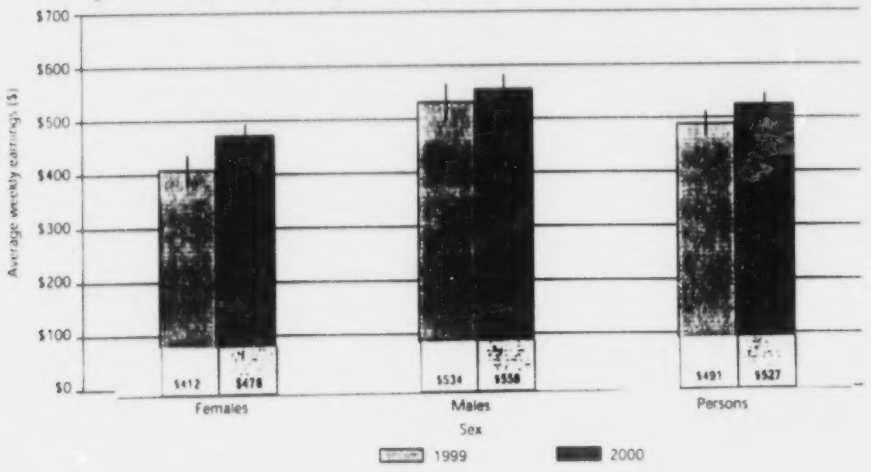
## Module completer earnings

A summary of findings related to earnings is presented in this section. The details reported relate to earnings of module completers working in their first full-time job at the reference date.

Figure 29 presents average weekly earnings for first full-time job holders by sex.

The overall average earnings for module completers in their first full-time job was $527 ($491 in 1999) and results show the difference in earnings for males ($558 cf $534 in 1999) and females ($475 cf $412) is largely reflected in the differences in male and female occupations. Males dominate the higher paid occupations of *managers and administrators, associate professionals* and *tradespersons and related workers* while females dominate the *clerical, sales and service workers* occupations, which are generally lower paid.

**Figure 29: Average weekly earnings of module completers in their first full-time job, 1999 and 2000**

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## 3.8 Satisfaction outcomes

The 2000 survey aimed to determine how satisfied module completers were with the training they undertook. This was done by examining the module completers' reasons for doing the training and the extent to which the training helped to achieve that aim, specific employment benefits such as an increase in earnings, and how relevant their training was to their job. Module completers were also asked to rate 17 aspects of their training and the overall training quality. The results related to these issues are summarised in this section.

### Extent to which training helped respondent to achieve main reason for doing the training

Almost two-thirds of module completers undertook their training for vocational or job related reasons (65.4%). When asked whether or not the training helped to achieve their main reason for doing the training:

- 51.9% of module completers reported that the training had helped them to achieve their main reason for doing the training (compared to 49.1% in 1999).
- 18.7% of module completers reported that the training had partially helped them to achieve their main reason for doing the training (compared to 21.2% in 1999).
- 10.4% of module completers indicated that they didn't know yet whether the training had helped to achieve their main reason for doing the training (compared to 12.2% in 1999).
- 19.0% of module completers indicated the training did not help them achieve their main reason for doing the training (compared to 17.6% in 1999).

The extent to which module completers felt that their course had helped them to achieve their main reason for doing the course is detailed in table 21.

Table 21: Per cent of module completers by main reason for undertaking training by whether training helped to achieve main reason

| Main reason for doing training | Training helped to achieve main reason | Training partly helped to achieve main reason | Training did not help to achieve main reason | Don't know yet | Total |
|---|---|---|---|---|---|
| Vocational reasons | 49.3 | 17.7 | 21.4 | 11.7 | 100.0 |
| To get a job (or own business) | 32.0 | 17.3 | 35.8 | 14.9 | 100.0 |
| To try for a different career | 24.3 | 17.2 | 34.8 | 23.7 | 100.0 |
| To get a better job or promotion | 34.3 | 21.4 | 28.5 | 15.7 | 100.0 |
| It was a requirement of my job | 76.7 | 11.9 | 7.9 | 3.6 | 100.0 |
| To get extra skills for my job | 67.2 | 19.9 | 7.2 | 5.7 | 100.0 |
| Non-vocational reasons | 57.0 | 20.6 | 14.4 | 8.1 | 100.0 |
| To get into another course of study | 41.9 | 19.4 | 21.4 | 17.2 | 100.0 |
| For interest or personal development | 61.2 | 21.1 | 12.7 | 5.0 | 100.0 |
| Other reasons | 49.8 | 19.2 | 16.6 | 14.4 | 100.0 |

Overall, 70.6% of module completers compared with 74.0% from the 1999 survey reported that the training wholly or partly helped them to achieve their main purpose for doing their training. Those most likely to report a positive outcome include:

- Module completers who undertook their training for non-vocational reasons (77.5% compared with 67.0% for those doing the training for vocational reasons).

- Those who did the training as part of a job requirement (88.5%) or *to get extra skills for their job* (87.1%).
- Those who were employed at 26 May 2000 (74.5%), especially those employed full-time (76.7%).

It is not surprising that those doing their training for non-vocational reasons were more likely to report having achieved their purpose, as the 'rewards' for completing some training which leads to further study or which was undertaken for personal interest would be more immediate and easier to satisfy. Improving one's position in the labour market, however, is dependent not only on the training outcomes, but also on external factors. These include availability of jobs, experience, personal communication and other skills.

Those least likely to report that their training wholly or partly helped them to achieve their main reason or goal include:

- Those unemployed at 26 May (53.5%), including those looking for full-time work (52.0%).
- Those whose main reason was *to get a job* (49.3%) or *to try for a different career* (41.5%).

## Perceived benefits of undertaking training for employed module completers

1999 module completers who were employed at 26 May 2000 were asked to indicate what employment-related benefits they had received as a result of completing their training from a list of benefits in the questionnaire.

Overall, 43.1% of employed module completers reported having benefited in some way, 12.1% having *got a job*, 10.1% having had *an increase in earnings*, 9.2% having *had a promotion or received an increased status at work* and for 8.9% a *change of job*.

Figure 30 provides details of the proportion of employed module completers reporting at least one of the listed benefits for a range of characteristics.

Overall males (45.8%) were more likely to report a positive outcome than females (40.0%). Males (12.3%) were also more likely to obtain *an increase in earnings* than females (7.4%).

Benefits were more likely to flow through to those in full-time work (46.7%) and those working as *tradespersons and related workers* (56.7%), *advanced clerical and service workers* (45.7%) and *managers and administrators* (45.1%). Benefits were least likely for *elementary clerical, sales and service workers* (32.3%) and *labourers and related workers* (35.6%). Benefits were also more likely to be reported for members of some designated equity groups (NESB, 47.2% and disability, 47.6%) than those not reporting membership of these groups.

Those who undertook the training for non-vocational reasons understandably were more likely to report no work-related benefits (26.1%).

## Relevance of training

Employed module completers were asked to provide an indication of how relevant the training they completed was to the job held at the reference date. Relevance to the current job reported in the 1999 and 2000 surveys are very similar.

In Table 22, a comparison is provided of results by sex for the 1999 and 2000 surveys. Across each of the surveys, males (30.3%) were more likely to find the training highly relevant than females (26.8%).

Overall 58.6% of module completers reported that the training was highly or somewhat relevant to their job, slightly down on that reported in the 1999 survey of 62.5%. From the 2000 survey, groups more likely to report that the training was highly or somewhat relevant include:

- Males 61.2% compared to females 55.4%.
- Full-time workers (65.4%).
- Those who did the training for vocational reasons (67.9%).

Figure 30: Per cent of module completers reporting at least one benefit from undertaking training

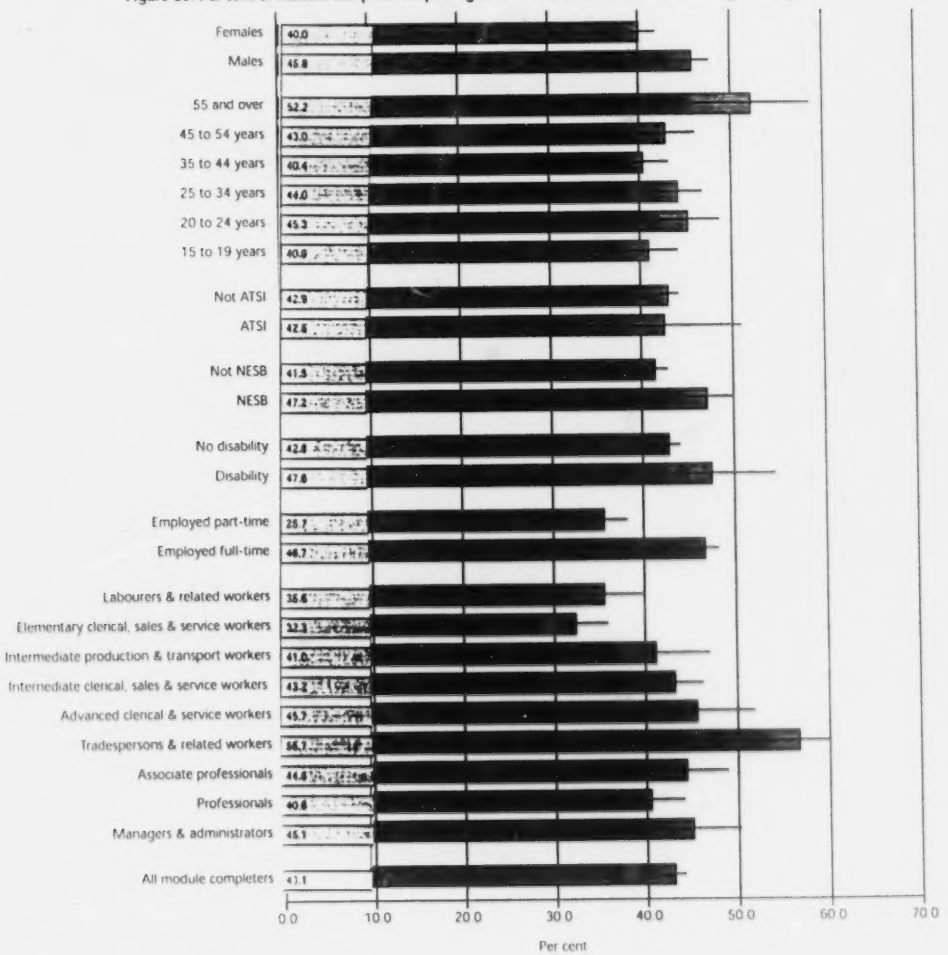


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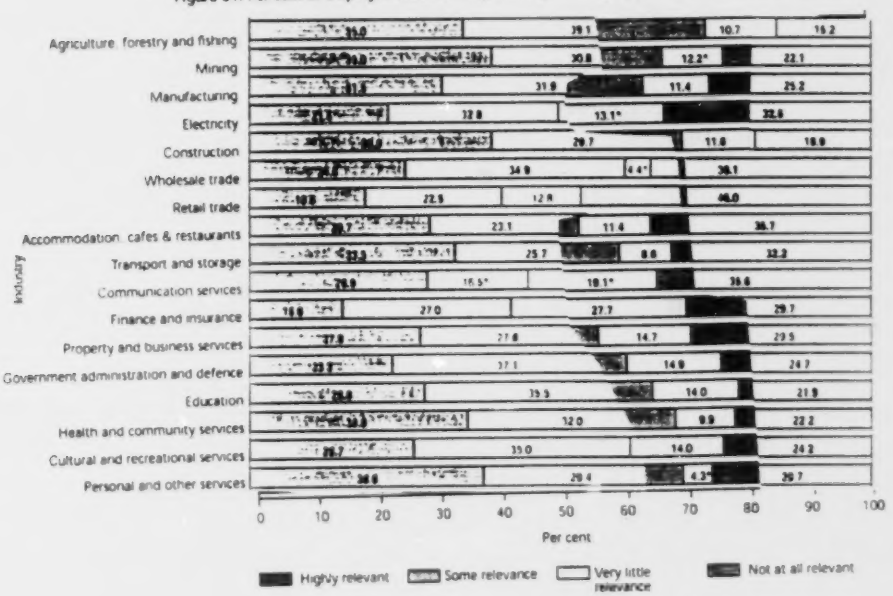
Table 22: Per cent of module completers by relevance of TAFE training to current job by sex, 1999 and 2000

| | All employed module completers | | Males | | Females | |
|---|---|---|---|---|---|---|
| Level of relevance | 1999 | 2000 | 1999 | 2000 | 1999 | 2000 |
| Highly relevant | 29.6 | 28.7 | 32.8 | 30.3 | 25.6 | 26.8 |
| Of some relevance | 32.9 | 29.9 | 34.3 | 30.9 | 31.3 | 28.7 |
| Very little relevance | 11.9 | 12.4 | 11.1 | 10.7 | 13.0 | 14.3 |
| Not at all relevant | 25.5 | 29.1 | 21.8 | 28.1 | 30.1 | 30.2 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Figure 31 shows the level of perceived relevance of the training completed for module completers working in each industry. Key outcomes are:

- Module completers employed in the *construction* (69.5%), *health & community services* (67.9%), *personal & other services* (66.0%), and *mining* (65.8%) industries reported the highest ratings of their training to their current job.
- Module completers in the *retail trade* (58.8%), *finance and insurance* (57.4%) and *communication services* (54.7%) industries reported very little or no relevance of their training to their current job.

**Figure 31: Per cent of employed module completers by industry by perceived relevance of training**




* indicates this estimate has a relative standard error greater than 25% and should therefore be used with caution.

## Satisfaction with aspects of training and training overall

Module completers were asked to rate 18 aspects of their training (including the overall quality of their training) on a scale of 1 to 10, where 1 or 2 was 'poor' and 9 or 10 was 'excellent'. The ratings were then grouped into three broad categories: satisfied (which included ratings 8 to 10), neither satisfied nor dissatisfied (4 to 7) and dissatisfied (1 to 3).



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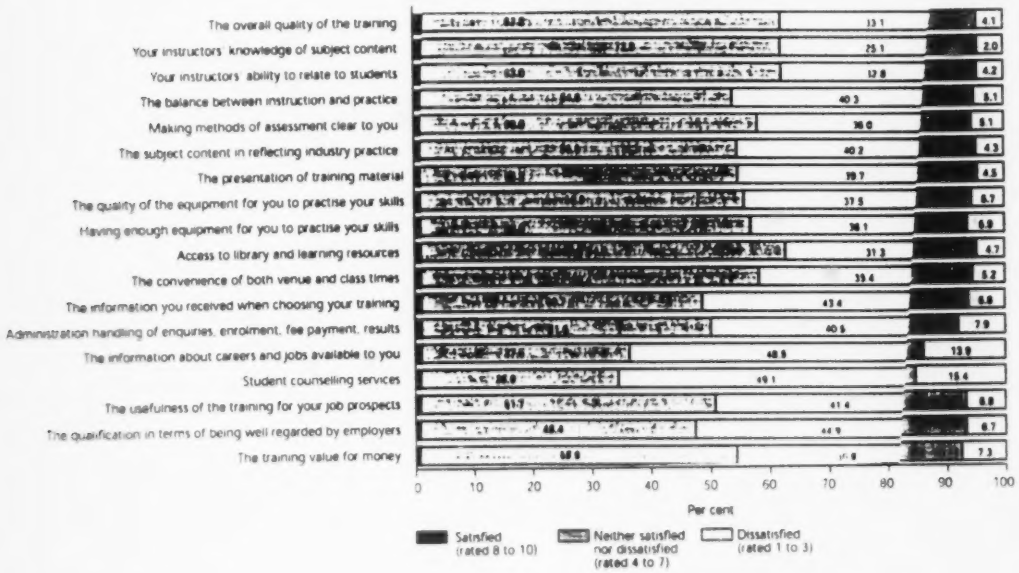
Over 62.8% of module completers were satisfied with the overall quality of their training (Figure 32). The aspects of their training with the highest rating were:

- *Your instructors' knowledge of training content* (72.9% of module completers were satisfied).
- *Access to library and learning resources* (64.0%).
- *Your instructors' ability to relate to students* (63.0%).
- *The convenience of both the venue and class times* (59.4%).
- *Making methods of assessment clear to you* (59.0%).

The aspects of training with the lowest rating were:

- *Student counselling services* (35.6% of module completers were satisfied).
- *The information about careers and jobs available to you* (37.5%).
- *The qualification in terms of being well regarded by employers (48.4%)*
- *The information you received when choosing training, subjects or modules* (49.7%).

**Figure 32: Training ratings of module completers**


The overall quality of the training
Your instructors' knowledge of subject content
Your instructors' ability to relate to students
The balance between instruction and practice
Making methods of assessment clear to you
The subject content in reflecting industry practice
The presentation of training material
The quality of the equipment for you to practise your skills
Having enough equipment for you to practise your skills
Access to library and learning resources
The convenience of both venue and class times
The information you received when choosing your training
Administration handling of enquiries, enrolment, fee payment, results
The information about careers and jobs available to you
Student counselling services
The usefulness of the training for your job prospects
The qualification in terms of being well regarded by employers
The training value for money
33.1
4.1
40.3
40.2
43.4
40.5
48.5
49.1
41.4
44.9
0
10
20
30
40
50
60
70
80
90
100
Per cent
Satisfied (rated 8 to 10)
Neither satisfied nor dissatisfied (rated 4 to 7)
Dissatisfied (rated 1 to 3)

While 62.8% of module completers were satisfied with the overall quality of the training, only 4.1% were dissatisfied. About one in three module completers (33.1%) were not strongly positive or negative about the training overall.

Differences in satisfaction for a range of module completer sub-groups are illustrated in table 23. Module completers aged 45 years and over (71.1%) reported higher levels of satisfaction than those in the 15 to 24 year age group (57.3%).

Employed module completers who had received some work-related benefit resulting from their training, (68.9%) or who felt that their training was relevant to their job, (67.2%) were also more likely to be satisfied with their training.

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Table 23: Per cent of module completers by overall training rating by general characteristics

| General characteristics | Satisfied (8-10) | Neither satisfied nor dissatisfied (4-7) | Dissatisfied (1-3) | Total | Mean Score |
|---|---|---|---|---|---|
| Gender | | | | | |
| Males | 61.6 | 34.4 | 3.9 | 100.0 | 7.7 |
| Females | 64.0 | 31.7 | 4.3 | 100.0 | 7.8 |
| Age end May 2000 | | | | | |
| 15-24 years | 57.3 | 37.6 | 5.1 | 100.0 | 7.5 |
| 25-44 years | 62.8 | 33.2 | 4.0 | 100.0 | 7.8 |
| 45 years and over | 71.1 | 26.0 | 2.8 | 100.0 | 8.1 |
| Aboriginal & Torres Strait Islanders | | | | | |
| ATSI | 67.4 | 27.1 | 5.5* | 100.0 | 8.0 |
| Non-ATSI | 62.8 | 33.2 | 4.0 | 100.0 | 7.7 |
| Main reason for doing training | | | | | |
| Vocational | 62.8 | 32.9 | 4.2 | 100.0 | 7.7 |
| Non-vocational | 62.6 | 33.4 | 4.0 | 100.0 | 7.8 |
| Labour Force Status 26 May 2000 | | | | | |
| Employed | 62.5 | 33.1 | 4.4 | 100.0 | 7.7 |
| Unemployed | 62.2 | 34.0 | 3.8 | 100.0 | 7.8 |
| Not in labour force | 64.6 | 32.5 | 2.9 | 100.0 | 7.9 |
| Employed module completers | | | | | |
| Received at least one benefit | 68.9 | 28.3 | 2.8 | 100.0 | 8.0 |
| Benefits not received | 57.5 | 36.7 | 5.9 | 100.0 | 7.5 |
| Highly/somewhat relevant to job | 67.2 | 30.3 | 2.4 | 100.0 | 8.0 |
| Little/no relevance | 55.4 | 37.3 | 7.3 | 100.0 | 7.3 |
| Total all module completers | 62.8 | 33.1 | 4.1 | 100.0 | 7.7 |

### Rating of training aspects

Module completers were asked to rate the most important aspects of their training. The results show that the most important aspects of service were:

- *The instructors' knowledge of subject content* (32.6%).
- *The instructors' ability to relate to students* (15.0%).
- *The overall quality of the training (9.5%)*
- *The subject content in reflecting industry practice* (9.0%).
- *The usefulness of training for job prospects* (7.6%).

## 3.9 Reasons for not continuing to study

Module completers were asked what their reasons were for not continuing or undertaking more TAFE training in 2000.

Module completers were initially allowed to nominate multiple responses. The most common reasons given were employment or training related.

- About one in four respondents indicating *I had gained what I wanted from the training I had completed* (24.3% cf 15.7% in 1999).
- 21.4% indicated they *changed jobs or started a new job (10.6% in 1999).*
- 17.1% stated that they got *the skills I needed for my job (6.8% in 1999).*

Personal reasons were also important with:

- 18.9% indicating *there were too many pressures on my time (7.5% in 1999).*
- 10.4% indicated *family reasons prevented me from continuing (5.8% in 1999).*

Respondents were also asked to indicate their **main** reason for not continuing or undertaking more TAFE training in 2000. Employment related reasons were cited by about one-third of respondents (33.5%) as the main reason for not continuing their study. Training related reasons were cited by 30.0% of respondents, with *I gained what I wanted from the training* (13.8% cf 15.7% in 1999) the most common reason within this category. Personal reasons made up 28.4% of reasons for not continuing (cf 28.0% in 1999), with *too many pressures on my time* increasingly becoming the main reason within this category.

While it appears that some of the reasons for not continuing their course were related to the way training was provided (such as the timetable not being sufficiently flexible) many students, at least 20%, appear to have received the training and skills they sought without completing a formal course. In addition many students chose not to continue for reasons beyond the control of the TAFE system, such as illness and financial reasons.

Table 24: Per cent of module completers by main reason for not undertaking more TAFE training, 1999 and 2000

| | 1999 | 2000 |
|---|---|---|
| Employment related reasons | 26.9 | 33.5 |
| Changed jobs or started a new job | 10.6 | 12.2 |
| I got the skills I needed for my job | 6.8 | 9.0 |
| Training related reasons | 36.1 | 30.0 |
| I had gained what I wanted from the training | 15.7 | 13.8 |
| The training no longer related to my plans | 4.9 | 3.8 |
| The training timetable was not flexible enough for me to attend class times | 4.5 | 3.6 |
| The training was not what I expected | 3.7 | 3.2 |
| Personal reasons | 28.0 | 28.4 |
| Too many pressures on my time | 7.5 | 10.1 |
| Family reasons prevented me from continuing | 5.8 | 5.6 |
| Financial reasons prevented me from continuing | 4.0 | 3.9 |
| Other reasons | 9.0 | 8.1 |
| Total | 100.0 | 100.0 |

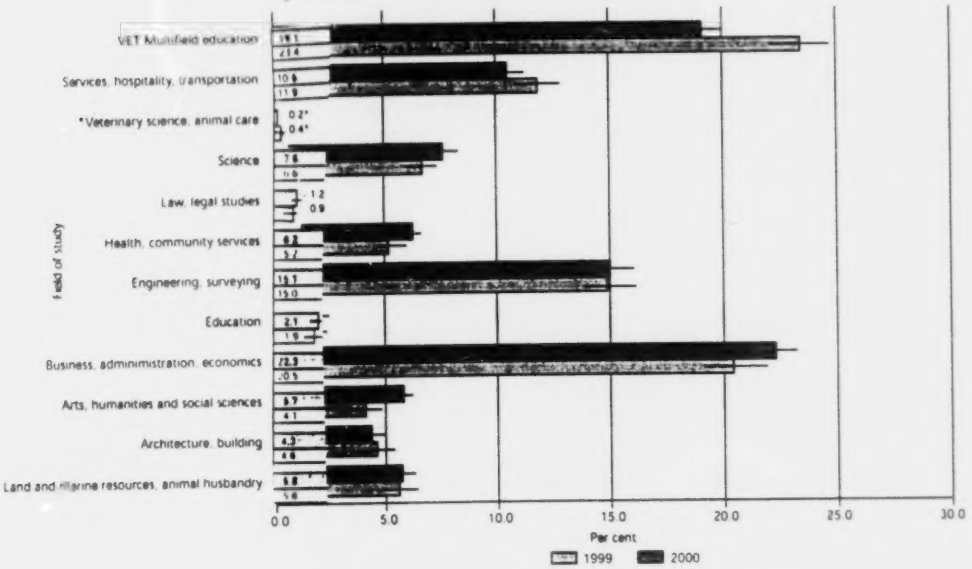
## 3.10 Training undertaken

In this section, findings relate to the field of study, main reason for doing the training, whether the module completer received any recognition for prior learning (RPL), sources of income whilst studying, employer support, time taken to complete the training and method of training delivery.

## Field of study

The field of study attracting the greatest proportion of module completers from the 2000 survey was *business, administration, economics* (22.3% in 2000, 20.5% in 1999) followed by *VET multi-field education* (19.1% in 2000, 23.4% in 1999). The next most popular field of study was *engineering, surveying* (15.1% in 2000, 15.0% in 1999). Compared with the 1999 Survey there was a sizeable increase in the number of module completers in *business, administration, economics* and a pronounced reduction in the *VET multifield education* field. Numbers in the other fields were generally comparable over the two years. A comparison is shown in figure 33.

Figure 33: Per cent of module completers by field of study, 1999 and 2000




* indicates this estimate has a relative standard error greater than 25% and should therefore be used with caution

The participation across fields of study by module completers of particular client groups is shown in table 25.

Table 25: Per cent of module completers by field of study by sex, ATSI, NESB and disability

| Field of Study | All Module completers | Males | Females | ATSI | NESB | Any disability |
|---|---|---|---|---|---|---|
| Land and marine resources, animal husbandry | 5.8 | 7.9 | 3.7 | 5.1* | 3.2 | 3.9 |
| Architecture, building | 4.3 | 7.8 | 0.8 | 5.1* | 4.8 | 2.0* |
| Arts, humanities and social sciences | 5.7 | 3.8 | 7.5 | 7.1 | 8.0 | 4.8 |
| Business, administration, economics | 22.3 | 15.5 | 29.1 | 16.6 | 22.2 | 15.9 |
| Education | 2.1 | 2.0 | 2.2 | 2.8* | 1.2 | 0.6* |
| Engineering, surveying | 15.1 | 26.5 | 3.8 | 18.6 | 15.2 | 8.9 |
| Health, community services | 6.2 | 2.8 | 9.7 | 2.9* | 5.3 | 6.9 |
| Law, legal studies | 1.2 | 1.2 | 1.1 | 0.7* | 0.9 | 0.8* |
| Science | 7.6 | 7.8 | 7.4 | 2.1* | 5.5 | 9.5 |
| Veterinary science, animal care | 0.2* | # | 0.4* | - | 0.1* | 0.1* |
| Services, hospitality, transportation | 10.5 | 9.2 | 11.8 | 7.2 | 10.6 | 10.6 |
| VET multifield education | 19.1 | 15.6 | 22.6 | 31.8 | 23.1 | 35.9 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |



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The table shows there are clear differences in the selection of field of study. Females are more likely than males to undertake *business, administration and economics* and males are more likely than females to undertake *engineering surveying*. Aboriginal and Torres Strait Islander module completers were more likely than average to have undertaken training in *VET multifield education*. Non-English speaking background groups broadly reflect the national pattern apart from *VET multifield education* where they are over represented. Those reporting a disability are also over-represented in *VET multifield education*.

*VET multifield education* is an important area of VET activity as it includes many general and preparatory courses that provide a foundation for further study in more specifically vocational fields. This may explain why more indigenous people, disabled and Non-English speaking background people are enrolled in *VET multifield education* training. The other fields of study have a more specific vocational bent.

## Main reason for doing training

Module completers were asked to nominate their main reason for undertaking the training they completed. The reasons listed in the questionnaire fall into two broad categories, vocational (to get a job, try for different career, job requirement, get extra job skills) and non-vocational (to get into another course, personal interest, other reasons). Broadly speaking, module completers in the 2000 survey had a lesser vocational orientation (65.4%) than those in the 1999 survey (67.5%). Figure 34 provides a comparison of the main reason for undertaking the training for the 1999 and 2000 surveys.

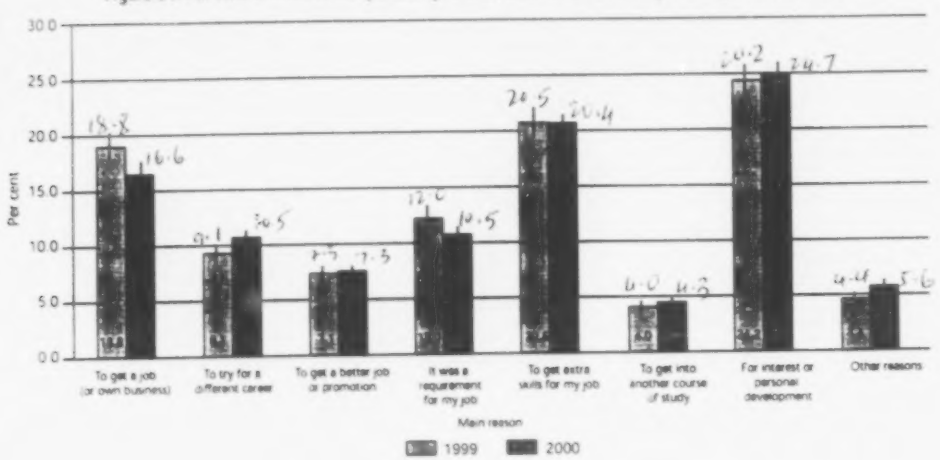
With respect to 1999 module completers, vocational reasons were more likely to be given as the main motivation by:

- Males (69.9%) compared to females (61.0%).
- Module completers aged 20 to 54 years (70.4%) compared to those aged under 20 years (52.6%) and those 55 years and over (48.8%).
- The majority of those unemployed and looking for full-time work (74.2%) compared to those not in the labour force (38.3%) after their training.

Non-vocational reasons were more likely to be given as the main reason by:

- Module completers aged less than 20 years (47.4%) and those aged over 55 (51.2%).
- Those not in the labour force (61.7%).

Figure 34: Per cent of module completers by main reason for undertaking training, 1999 and 2000

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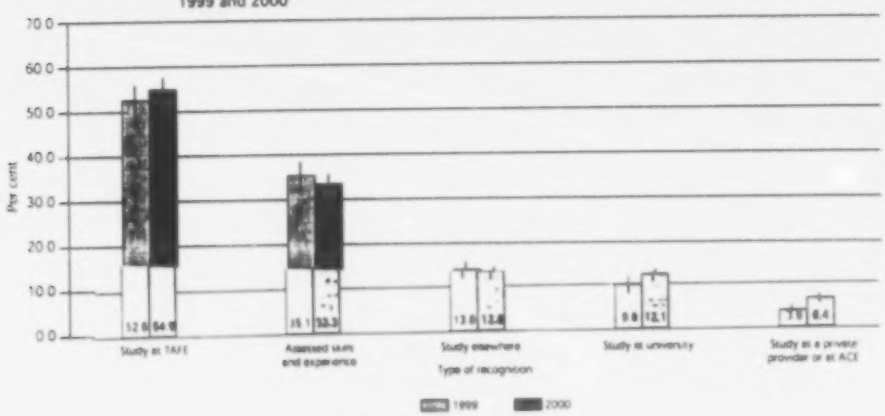
## RPL for training undertaken

Module completers were asked if they had received any recognition for prior learning (RPL) for the training completed. The proportion of module completers who received RPL in the 2000 survey (20.7%) was higher than that reported by module completers in the 1999 (18.2%) survey. Comparative results for the 1999 and 2000 surveys are shown in figure 35.

More than half of those granted RPL received it for previous TAFE study (54.9% of those receiving some recognition), a little higher than in the previous survey (52.6% in 1999). A third of module completers who gained RPL received RPL for assessed skills and experience (33.3%), a little below that reported in the 1999 survey (36.4%).

In the 2000 survey RPL was granted roughly equally to males (20.3%) and females (21.1%), ATSI (18.0%), NESB (25.4%), and those with a disability (22.2%).

**Figure 35: Per cent of module completers with RPL by type of recognition for training completed, 1999 and 2000**




## Source of income whilst studying

The main sources of income whilst studying, as summarised in figure 36, were:

- Paid work (51.0% in 2000, 50.0% in 1999).
- Austudy/Abstudy or other government payments (10.9% in 2000, 10.0% in 1999).
- Apprenticeships (3.4% in 2000, 3.3% in 1999).
- Traineeships (1.3% in 2000, 1.5% in 1999).
- Assistance from parents/partner (16.0% in 2000, 13.9% in 1999).

From the 2000 survey, males (6.1%) were more likely than females (0.8%) to receive financial assistance through apprenticeships. Females (19.2%) on the other hand were more likely to get financial assistance from government pensions or benefits than males (12.4%).

Those unemployed or not in the labour force were more likely to be dependent on government payments (including Austudy or Abstudy) or on parents or partners for financial support whilst studying.

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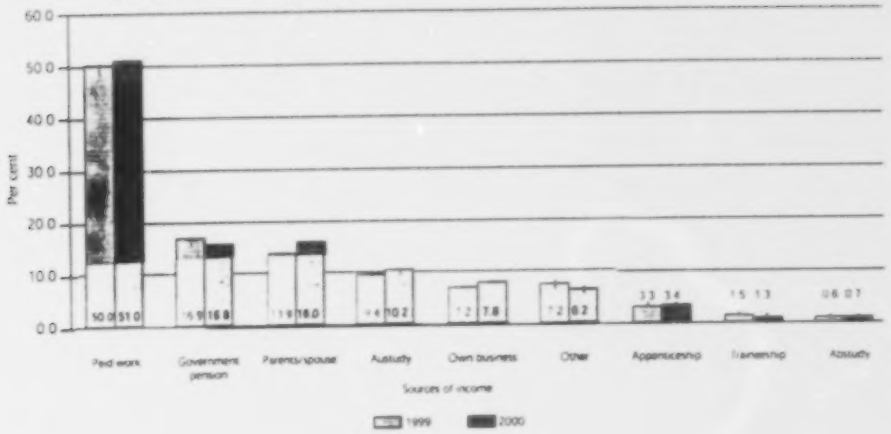
Figure 36: Per cent of module completers by sources of income, 1999 and 2000

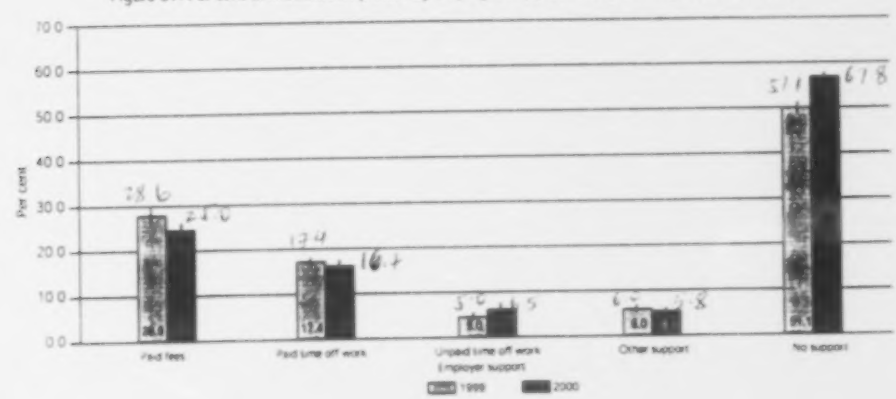



## Employer support

Employed module completers were asked whether they received any support from their employer during the final semester of their study. As summarised in figure 37, well over half (57.8%) of module completers employed in the last six months of their training did not receive any employer support, a figure that was higher than that reported in the 1999 survey (51.1%). From the 2000 survey, of the module completers employed during the final semester of their training, 42.2% received some type of employer support, including the following:

- 25.0% had their fees paid by their employer (28.6% in 1999).
- 16.7% had paid time off work (17.4% in 1999).
- 6.5% had unpaid time off work (5.0% in 1999).
- 5.8% had other support from their employer (6.0% in 1999).

Figure 37: Per cent of module completers by employer support during training, 1999 and 2000

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With respect to those employed during the last six months of their training, the following groups were more likely than average to receive some type of employer support:

- Males (47.6% compared to 35.8% for females in 2000).
- ATSI students (54.1% compared with 42.0% for non-ATSI).
- Those in the 25 to 44 year age groups (44.3%).

NESB module completers were less likely than non-NESB students to receive employer support (38.0% vs 43.6%).

### Weekly hours of attendance and time taken to undertake training

Table 26 details the weekly attendance for module completers in the 1999 and 2000 surveys.

The majority of module completers attended classes from 1 – 10 hours per week (59.3%, 62.4% in 1999), while 13.5% attended classes for more than 20 hours per week (13.7% in 1999).

Table 26: Per cent of module completers by weekly hours of attendance, 1999 and 2000

| Regular class attendance | 1999 | 2000 |
|---|---|---|
| 1-10 hrs per week | 62.4 | 59.3 |
| 11-15 hours | 5.6 | 6.7 |
| 16-20 hours | 8.1 | 8.8 |
| More than 20 hours | 13.7 | 13.5 |
| Block release | 2.9 | 2.8 |
| Day release | 2.4 | 2.6 |
| Did not attend formal classes - external study | 5.0 | 6.3 |
| Total | 100.0 | 100.0 |

The median length of time that elapsed between when the training started and finished or discontinued was 5 months (the mean was 8 months) and 82.3% of module completers finished or discontinued their training within one year.

### Method of training delivery

The most common training delivery method for module completers was classes at a college or centre (43.8%). Training where classes were held in both a college and in the workplace was the next most commonly reported form of delivery (20.3%). External studies (*in your workplace, by correspondence, on-line learning*) were undertaken by only 13.2% of module completers.

## 3.11 Student characteristics

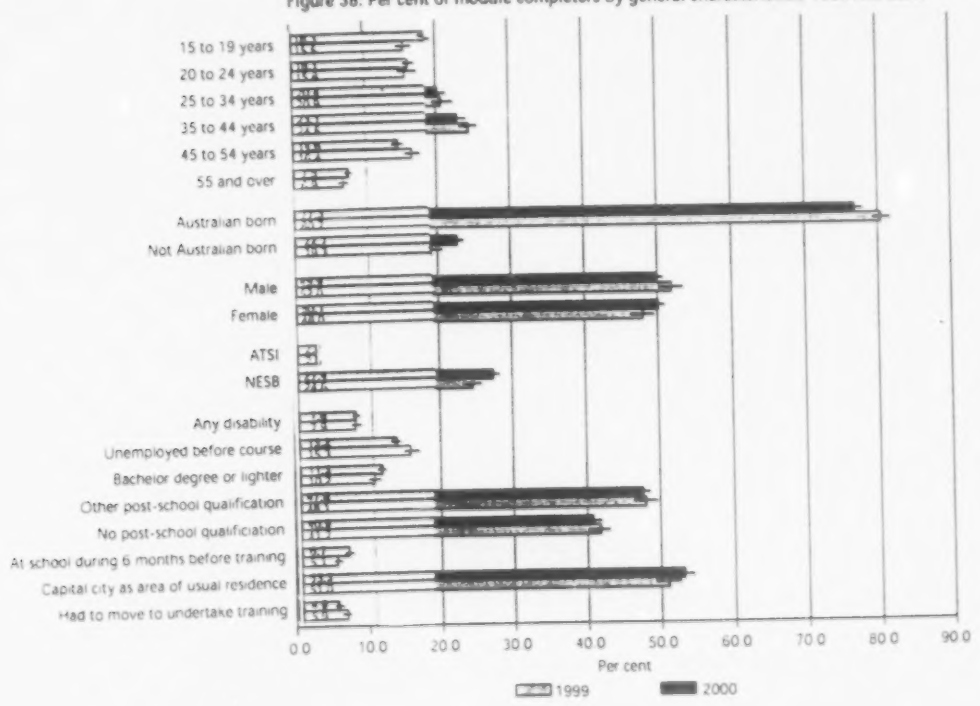
The survey sought a range of information from 1999 module completers, amongst which was information about age, sex, English-speaking background, education, employment and place of residence. Some of this information is summarised and presented below, providing a background to the broader survey results.

Where relevant, VET participation rates for specific groups are provided for comparative purposes (source: *Australian VET Statistics 1999: in detail, NCVER*).

The results show that:

- Generally module completers were on average older than VET clients. The median age of module completers was 32 years (the mean was 34 years). Just over one third (34.4%) of all module completers were aged between 15 to 24 years. By comparison, 36.4% of VET client participants were aged 15 to 24 years. On average males (median age of 31 years) were slightly younger than females (median age of 34years).
- With respect to country of birth, over three-quarters (77.3%) of module completers were born in Australia. A further 7.4% came from countries where the main language is English (predominantly the United Kingdom, Ireland and New Zealand) while 15.3% came from non-English-speaking countries.
- Around a quarter of module completers (27.4%) were from a non-English-speaking background (NESB). Overall, a language other than English is spoken at home by 18.8% of module completers.
- Female respondents made up 50.1% of module completers. By comparison, 48.8% of VET client participants were female.
- 2.2% of module completers were Aboriginal or Torres Strait Islanders (ATSI) compared with 3.1% for VET overall.
- 7.8% of module completers reported some form of disability compared with 4.6% for VET overall.
- 13.2% of module completers were unemployed before commencing their training.
- Over half (59.1%) of module completers had a post-school educational qualification before starting their training. By comparison 38.0% of VET participants had a prior educational qualification.
- Roughly half of module completers (53.3%) lived in a capital city. By comparison 57.0% of VET participants attended a provider in a capital city.
- Of those who relocated to undertake training (4.9%), the main reasons for doing so were because their local TAFE did not offer the training they wanted to do or because there was no TAFE in the vicinity (55.5%). Males, people aged under 35 years and those of ATSI background were more likely to relocate.

**Figure 38: Per cent of module completers by general characteristics, 1999 and 2000**



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# Section 4: Selected tables

The following tables, numbered 1 to 59, present selected graduate and module completer data from the 2000 Student Outcomes Survey. The graduate data can be found in tables 1 to 40 inclusive, while the module completer data are in tables 41 to 59 inclusive.

## Important notes for reading the tables:

- As the survey of graduates and module completers was undertaken as a stratified, randomly selected sample, the survey responses were weighted to population benchmarks. Therefore the terms 'graduates' and 'module completers' refers to survey respondents weighted to the respective population benchmarks.
- Each table contains the absolute number (top line) and the weighted number associated with the number of responses. The variables within each table are presented as column percentages of the weighted responses.
- Where appropriate, the question number(s) corresponding to the survey instrument (see Appendix E) is quoted in the table.

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## Graduate Tables

**Table 1: All graduates: Selected graduate and employment characteristics by State or Territory where course completed in 1999**

Base: All graduates

| | | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 41660 | 11402 | 10151 | 8489 | 2819 | 5707 | 1588 | 487 | 1017 |
| Weighted respondents | 131518 | 58908 | 23101 | 25597 | 5184 | 12701 | 3182 | 1060 | 1785 |
| Q3. Age at 26 May 2000 | | | | | | | | | |
| 15-19 | 14.9 | 14.3 | 12.3 | 15.4 | 13.4 | 23.3 | 13.7 | 10.3 | 10.4 |
| 20-24 | 27.5 | 26.9 | 34.0 | 21.7 | 27.7 | 29.3 | 26.9 | 18.1 | 40.3 |
| 25-29 | 12.1 | 13.1 | 12.3 | 11.1 | 10.8 | 9.6 | 12.4 | 13.1 | 14.2 |
| 30-34 | 9.3 | 9.8 | 8.9 | 9.1 | 9.4 | 7.6 | 10.6 | 12.1 | 8.4 |
| 35-39 | 11.0 | 11.5 | 9.9 | 11.4 | 12.6 | 9.7 | 10.7 | 15.8 | 9.0 |
| 40-44 | 10.3 | 10.6 | 9.4 | 11.5 | 10.6 | 8.5 | 10.5 | 11.4 | 7.7 |
| 45-49 | 7.3 | 7.3 | 6.7 | 8.1 | 7.6 | 6.5 | 8.5 | 12.4 | 5.3 |
| 50-54 | 4.5 | 3.7 | 3.9 | 7.3 | 5.1 | 3.4 | 4.4 | 4.9 | 3.3 |
| 55+ | 3.0 | 2.8 | 2.6 | 4.5 | 2.9 | 2.1 | 2.4 | 1.7 | 1.3 |
| Not Stated | 0.7 | 0.2 | 0.7 | 0.7 | 0.3 | 1.4 | 0.1 | 27.9 | 0.4 |
| Q2. Sex | | | | | | | | | |
| Male | 46.9 | 45.7 | 47.1 | 47.7 | 50.7 | 47.4 | 51.5 | 44.4 | 48.5 |
| Female | 53.1 | 54.3 | 52.9 | 52.3 | 49.3 | 52.6 | 48.5 | 55.6 | 51.5 |
| Not Stated | # | 0.0 | # | 0.0 | 0.0 | # | 0.0 | 0.0 | 0.0 |
| Q1. Aboriginal or Torres Strait Islander | | | | | | | | | |
| Yes | 2.0 | 1.6 | 0.7 | 3.0 | 3.3 | 1.7 | 5.0 | 13.5 | 0.7 |
| No | 98.0 | 98.4 | 99.3 | 97.0 | 96.7 | 98.3 | 95.0 | 86.5 | 99.3 |
| Not Stated | 2.4 | 2.0 | 2.9 | 2.9 | 2.7 | 2.6 | 3.5 | 3.5 | 2.2 |
| Q5/6 Non-English speaking background | | | | | | | | | |
| Yes | 31.3 | 37.2 | 37.6 | 18.0 | 23.4 | 27.7 | 12.5 | 30.6 | 29.5 |
| No | 68.7 | 62.8 | 62.4 | 82.0 | 76.6 | 72.3 | 87.5 | 69.4 | 70.5 |
| Not Stated | 2.1 | 1.9 | 2.2 | 2.2 | 2.1 | 2.7 | 3.2 | 3.0 | 1.4 |
| Q4. Country of birth | | | | | | | | | |
| Australia | 74.9 | 71.5 | 74.7 | 80.8 | 82.7 | 72.1 | 89.7 | 78.1 | 78.9 |
| Other | 25.1 | 28.5 | 25.3 | 19.2 | 17.3 | 27.9 | 10.3 | 21.9 | 21.1 |
| Other main English speaking | 6.7 | 5.1 | 4.9 | 8.9 | 7.0 | 13.1 | 5.3 | 6.4 | 6.1 |
| Other countries | 18.5 | 23.4 | 20.5 | 10.3 | 10.4 | 14.8 | 5.0 | 15.6 | 15.0 |
| Not stated | 7.2 | 5.7 | 8.1 | 8.7 | 9.5 | 7.8 | 11.1 | 8.3 | 5.8 |
| Q7/8 Disability (more than one response possible) | | | | | | | | | |
| Any (a) | 5.0 | 5.1 | 5.9 | 4.6 | 3.9 | 4.1 | 4.3 | 2.7 | 4.2 |
| Visual (not corrected by glasses) | 0.3 | 0.3 | 0.4 | 0.3 | 0.5 | 0.3 | 0.2 | 0.0 | 0.5 |
| Hearing (not corrected by hearing aid) | 0.5 | 0.5 | 0.4 | 0.5 | 0.3 | 0.4 | 0.0 | 0.0 | 0.6 |
| Physical | 1.4 | 1.7 | 1.2 | 1.2 | 1.1 | 1.4 | 1.5 | 1.2 | 1.2 |
| Intellectual | 0.4 | 0.4 | 0.5 | 0.3 | 0.1 | 0.3 | 0.2 | 0.0 | 0.1 |
| Chronic illness | 0.6 | 0.6 | 0.6 | 0.7 | 0.5 | 0.3 | 0.8 | 0.3 | 0.8 |
| Other | 0.9 | 1.1 | 0.7 | 0.7 | 0.6 | 0.6 | 0.7 | 0.5 | 0.7 |
| None | 95.0 | 94.9 | 94.1 | 95.4 | 96.1 | 95.9 | 95.7 | 97.3 | 95.8 |
| Not Stated | 3.1 | 2.8 | 3.6 | 3.2 | 3.1 | 3.2 | 3.3 | 4.0 | 1.9 |

Table 1: Continued...

| | Total | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 41660 | 11402 | 10151 | 8489 | 2819 | 5707 | 1588 | 487 | 1017 |
| Weighted respondents | 131518 | 58908 | 23101 | 25597 | 6184 | 12701 | 3182 | 1060 | 1785 |
| Area of usual residence | | | | | | | | | |
| Capital City | 60.3 | 61.9 | 67.9 | 43.5 | 63.7 | 73.8 | 41.3 | 49.1 | 83.4 |
| Other | 39.7 | 38.1 | 32.1 | 56.5 | 36.3 | 26.2 | 58.7 | 50.9 | 16.6 |
| Not Stated | # | # | # | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Q9. Highest pre-course secondary schooling | | | | | | | | | |
| Year 12 or equivalent | 52.5 | 53.3 | 56.6 | 48.1 | 48.2 | 52.8 | 41.0 | 37.1 | 71.5 |
| Year 11 or equivalent | 11.9 | 7.6 | 18.1 | 10.9 | 26.2 | 16.3 | 12.1 | 20.4 | 6.7 |
| Year 10 or equivalent | 26.2 | 29.7 | 15.1 | 30.3 | 16.8 | 23.6 | 38.1 | 30.2 | 14.8 |
| Below Year 10 | 5.9 | 5.7 | 6.5 | 6.8 | 6.5 | 4.5 | 5.1 | 9.8 | 3.2 |
| Other | 3.6 | 3.7 | 3.8 | 3.8 | 2.2 | 2.8 | 3.8 | 2.4 | 3.8 |
| Not Stated | 3.1 | 3.3 | 3.1 | 2.9 | 2.4 | 3.0 | 3.5 | 3.2 | 2.6 |
| Q10. Started course relative to secondary schooling | | | | | | | | | |
| While you were still enrolled at secondary school | 6.2 | 5.8 | 6.4 | 6.1 | 5.0 | 7.8 | 5.5 | 13.5 | 7.2 |
| Withing 12 months of leaving secondary school | 21.3 | 21.0 | 23.8 | 17.0 | 20.4 | 27.5 | 20.3 | 15.1 | 26.6 |
| More than 12 months after leaving secondary school | 72.5 | 73.2 | 69.8 | 76.9 | 74.7 | 64.7 | 74.2 | 71.4 | 66.2 |
| Not Stated | 3.0 | 2.8 | 3.6 | 2.9 | 2.8 | 3.0 | 3.1 | 3.6 | 2.3 |
| Q11. Highest Pre-course educational qualifications since school (Summary) | | | | | | | | | |
| Bachelor Degree or higher | 8.8 | 10.1 | 8.7 | 7.6 | 8.6 | 5.9 | 6.8 | 5.9 | 8.6 |
| Other post-school educational qualification | 52.2 | 53.0 | 45.3 | 58.8 | 46.9 | 50.1 | 53.0 | 55.8 | 45.6 |
| No post-school educational qualification (b) | 39.0 | 37.0 | 46.0 | 33.6 | 44.5 | 44.1 | 40.2 | 38.3 | 45.8 |
| Not Stated | 7.1 | 6.4 | 8.0 | 6.8 | 7.9 | 8.1 | 9.9 | 8.8 | 6.0 |
| Q12. Study undertaken 6 months before course | | | | | | | | | |
| Yes, at secondary school | 9.0 | 8.4 | 10.2 | 7.9 | 7.6 | 11.7 | 9.0 | 10.2 | 12.0 |
| Yes, at TAFE institute | 17.2 | 20.9 | 12.6 | 12.9 | 16.2 | 18.3 | 17.1 | 7.1 | 14.2 |
| Yes, at TAFE division of a university | 0.7 | 0.3 | 2.2 | 0.3 | 0.5 | 0.6 | 0.8 | 3.8 | 0.6 |
| Yes, at an Adult and Community Education Provider | 1.4 | 1.5 | 1.8 | 1.1 | 1.2 | 0.8 | 1.0 | 1.5 | 1.4 |
| Yes, at a Registered Private Provider | 1.1 | 1.0 | 1.0 | 1.4 | 1.5 | 0.7 | 0.9 | 0.5 | 1.1 |
| Yes, at university | 2.6 | 2.3 | 3.3 | 2.7 | 3.3 | 2.0 | 2.1 | 4.9 | 3.1 |
| Yes, studying elsewhere | 2.7 | 2.6 | 2.8 | 3.0 | 2.3 | 2.3 | 2.6 | 3.0 | 2.0 |
| No | 65.4 | 63.0 | 66.0 | 70.6 | 67.4 | 63.4 | 66.5 | 68.9 | 65.5 |
| Not Stated | 2.9 | 2.5 | 3.3 | 3.1 | 2.9 | 2.9 | 3.7 | 4.6 | 1.9 |

Table 1: Continued...

| | | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 41660 | 11402 | 10151 | 8489 | 2819 | 5707 | 1588 | 487 | 1017 |
| Weighted respondents | 131518 | 58908 | 23101 | 25597 | 5184 | 12701 | 3182 | 1060 | 1785 |
| Q52. Enrolled in further study | | | | | | | | | |
| Yes | 38.4 | 41.3 | 35.9 | 33.6 | 37.1 | 40.1 | 34.6 | 45.0 | 35.9 |
| No | 61.6 | 58.7 | 64.1 | 66.4 | 62.9 | 59.9 | 65.4 | 55.0 | 64.1 |
| Not Stated | 2.4 | 2.0 | 2.8 | 2.7 | 3.0 | 2.4 | 3.1 | 4.9 | 1.6 |
| Q60. Further study in similar field to completed course or job at 26 May 2000 | | | | | | | | | |
| Yes, similar field to both | 36.7 | 36.0 | 38.0 | 34.0 | 52.6 | 33.9 | 45.2 | 45.9 | 35.3 |
| Yes, similar field to course on front of form only | 24.9 | 25.5 | 28.6 | 17.5 | 16.6 | 33.4 | 22.4 | 19.6 | 25.0 |
| Yes, similar field to current job only | 5.3 | 4.7 | 4.6 | 8.1 | 5.2 | 3.4 | 6.3 | 5.2 | 6.3 |
| No | 33.2 | 33.8 | 28.9 | 40.3 | 25.6 | 29.3 | 26.1 | 29.3 | 33.4 |
| Not Stated | 12.8 | 13.2 | 15.2 | 10.2 | 12.2 | 13.0 | 10.4 | 8.4 | 10.1 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | | |
| Employed | 76.0 | 74.0 | 76.4 | 79.3 | 82.7 | 73.6 | 79.5 | 80.2 | 82.0 |
| Full-time | 50.4 | 51.0 | 47.7 | 52.6 | 56.6 | 43.4 | 53.3 | 60.5 | 52.7 |
| Part-time | 23.3 | 20.8 | 26.1 | 24.2 | 23.6 | 27.5 | 23.2 | 16.2 | 27.4 |
| Not Employed | 24.0 | 26.0 | 23.6 | 20.7 | 17.3 | 26.4 | 20.5 | 19.8 | 18.0 |
| Unemployed | 11.2 | 12.3 | 12.0 | 8.5 | 8.8 | 11.5 | 11.1 | 8.0 | 8.0 |
| Looking for full-time work | 6.4 | 6.9 | 7.0 | 5.3 | 5.4 | 6.0 | 7.8 | 5.6 | 5.1 |
| Looking for part-time work | 4.7 | 5.4 | 5.0 | 3.2 | 3.4 | 5.4 | 3.2 | 2.5 | 2.9 |
| Not in labour force | 12.1 | 13.1 | 11.0 | 11.4 | 8.0 | 14.3 | 8.9 | 10.8 | 9.3 |
| Not Stated | 1.7 | 1.7 | 2.0 | 1.4 | 1.9 | 1.9 | 1.8 | 3.8 | 1.0 |
| Q36/38 Employment status at 26 May 2000 | | | | | | | | | |
| Employee | 94.1 | 93.5 | 94.4 | 94.9 | 93.6 | 95.0 | 93.2 | 94.0 | 95.4 |
| Permanent | 67.2 | 67.8 | 66.6 | 68.6 | 66.5 | 63.7 | 66.3 | 72.9 | 61.8 |
| Casual | 25.9 | 24.9 | 26.8 | 25.2 | 26.4 | 30.4 | 25.5 | 20.5 | 32.5 |
| Employer | 1.5 | 1.6 | 1.5 | 1.3 | 2.5 | 1.1 | 1.7 | 1.3 | 0.8 |
| Self employed | 4.4 | 4.9 | 4.1 | 3.8 | 3.9 | 3.9 | 5.0 | 4.7 | 3.8 |
| Not Stated | 1.1 | 0.8 | 1.3 | 1.1 | 1.6 | 1.1 | 1.8 | 1.5 | 0.7 |

Table 2: All graduates: Selected graduate and employment characteristics by State or Territory where course completed in 1999

Base: All graduates

| | | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 41660 | 11402 | 10151 | 8489 | 2819 | 5707 | 1588 | 487 | 1017 |
| Weighted respondents | 131518 | 58908 | 23101 | 25597 | 5184 | 12701 | 3182 | 1060 | 1785 |
| Level of qualification completed | | | | | | | | | |
| Diploma | 0.2 | # | 0.1 | # | 0.1 | 2.1 | 0.0 | 0.4 | 0.0 |
| Associate Diploma | 1.6 | 2.1 | 3.0 | 0.0 | 0.6 | 1.3 | 0.4 | 0.8 | 0.5 |
| Advanced Certificate - Post Trade | 0.1 | 0.0 | 0.4 | 0.1 | 0.6 | 0.2 | 0.1 | 0.0 | 0.0 |
| Advanced Certificate - Other | 1.1 | 1.5 | 1.7 | # | 0.1 | 1.2 | 0.8 | 0.4 | 0.4 |
| Certificate - Trade | 4.6 | 4.7 | 6.7 | 0.0 | 9.3 | 6.9 | 7.5 | 4.0 | 3.2 |
| Certificate - Other | 6.2 | 9.2 | 2.8 | 1.7 | 6.2 | 6.6 | 7.3 | 2.5 | 10.4 |
| AQF - Advanced Diploma | 3.1 | 3.2 | 5.0 | 1.5 | 2.1 | 2.1 | 6.7 | 0.3 | 6.7 |
| AQF - Diploma | 11.6 | 8.8 | 18.7 | 10.9 | 7.4 | 12.2 | 15.7 | 4.0 | 26.6 |
| AQF - Certificate IV | 14.3 | 15.2 | 14.9 | 8.9 | 20.0 | 15.5 | 18.4 | 19.9 | 14.7 |
| AQF - Certificate III | 27.4 | 29.6 | 21.0 | 24.8 | 28.3 | 37.1 | 19.3 | 23.9 | 23.5 |
| AQF - Certificate II | 21.8 | 16.6 | 20.7 | 41.5 | 22.5 | 9.6 | 20.6 | 29.4 | 12.2 |
| AQF - Certificate I | 7.8 | 9.0 | 5.0 | 10.5 | 2.8 | 5.3 | 4.0 | 14.7 | 1.8 |
| Other (c) | # | # | # | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Field of Study | | | | | | | | | |
| Land and Marine Resources, Animal Husbandry | 4.1 | 3.8 | 3.9 | 2.4 | 12.3 | 4.6 | 7.2 | 11.6 | 4.2 |
| Architecture, Building | 5.3 | 6.0 | 5.9 | 2.7 | 3.7 | 6.5 | 6.5 | 2.4 | 7.4 |
| Arts, Humanities and Social Sciences | 6.5 | 5.7 | 8.3 | 4.3 | 2.7 | 12.0 | 6.8 | 2.3 | 15.2 |
| Business, Administration, Economics | 21.6 | 27.8 | 24.4 | 8.7 | 18.8 | 14.7 | 26.1 | 24.8 | 12.8 |
| Education | 2.4 | 0.2 | 1.8 | 5.1 | 5.8 | 6.2 | 3.2 | 10.7 | 0.7 |
| Engineering, Surveying | 13.6 | 13.7 | 14.9 | 9.1 | 13.5 | 18.3 | 21.6 | 5.4 | 12.4 |
| Health, Community Services | 19.5 | 10.5 | 14.7 | 49.7 | 15.6 | 13.9 | 11.0 | 7.4 | 16.7 |
| Law, Legal Studies | 0.4 | 0.1 | 0.6 | 0.7 | 0.5 | 1.0 | 0.1 | 0.4 | 0.2 |
| Science | 6.1 | 9.4 | 1.8 | 4.5 | 1.7 | 5.3 | 4.0 | 0.8 | 4.9 |
| Veterinary Science, Animal Care | 0.5 | 0.4 | 0.7 | 0.5 | 1.0 | 0.7 | 0.0 | 0.0 | 0.7 |
| Services, Hospitality, Transportation | 12.6 | 11.8 | 15.5 | 10.6 | 17.9 | 10.9 | 13.2 | 21.0 | 21.0 |
| VET Multi-Field Education | 7.3 | 10.4 | 7.5 | 1.7 | 6.6 | 5.8 | 0.4 | 13.2 | 3.9 |
| Q28. Recognition for prior learning towards course completed (more than one response possible) | | | | | | | | | |
| Any recognition (d) | 35.5 | 36.7 | 34.6 | 25.8 | 53.2 | 37.2 | 51.3 | 49.9 | 47.1 |
| Study at a TAFE institution | 19.9 | 24.3 | 14.9 | 12.4 | 23.6 | 19.1 | 28.5 | 14.4 | 20.8 |
| Study at a TAFE division of a university | 1.0 | 0.5 | 2.7 | 0.4 | 1.1 | 0.7 | 1.1 | 5.8 | 0.7 |
| Study at a Registered Private Provider or Adult and Community Education Provider | 1.9 | 1.7 | 1.9 | 2.3 | 3.4 | 1.5 | 2.0 | 3.1 | 3.3 |
| Study at university | 3.4 | 3.4 | 3.7 | 2.1 | 5.7 | 3.5 | 3.3 | 7.1 | 5.9 |
| Assessed skills and experience | 11.9 | 9.5 | 14.1 | 8.9 | 30.8 | 12.8 | 21.1 | 27.1 | 18.8 |
| Study elsewhere | 5.6 | 4.6 | 5.9 | 4.9 | 9.4 | 7.4 | 9.4 | 8.5 | 11.9 |
| No recognition | 64.5 | 63.3 | 65.4 | 74.2 | 46.8 | 62.8 | 48.7 | 50.1 | 52.9 |
| Not Stated | 11.0 | 9.1 | 13.2 | 12.3 | 12.7 | 11.5 | 14.9 | 13.1 | 7.6 |



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Table 2: Continued...

| | Total | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 41660 | 11402 | 10151 | 8489 | 2819 | 5707 | 1588 | 487 | 1017 |
| Weighted respondents | 131518 | 58908 | 23101 | 25597 | 5184 | 12701 | 3182 | 1060 | 1785 |
| Q24. Hours per week attended class | | | | | | | | | |
| 1-5 hours/week | 13.3 | 10.7 | 13.0 | 20.5 | 18.7 | 9.6 | 12.3 | 17.4 | 10.1 |
| 6-10 hours/week | 25.4 | 36.7 | 19.0 | 12.1 | 14.5 | 16.5 | 17.3 | 23.0 | 26.6 |
| 11-15 hours/week | 8.0 | 8.9 | 7.0 | 6.2 | 5.7 | 9.9 | 7.1 | 4.9 | 11.7 |
| 16-20 hours/week | 15.1 | 15.5 | 16.2 | 10.9 | 9.4 | 22.9 | 10.6 | 8.6 | 19.4 |
| More than 20 hours per week | 22.1 | 19.7 | 28.2 | 20.4 | 19.5 | 25.7 | 26.6 | 15.2 | 22.3 |
| Block release | 6.8 | 3.9 | 8.1 | 9.6 | 11.9 | 8.1 | 13.8 | 16.2 | 7.0 |
| Day release | 2.4 | 1.2 | 2.1 | 5.9 | 2.7 | 2.2 | 1.5 | 1.9 | 1.5 |
| Did not attend formal classes - external study | 7.0 | 3.4 | 6.4 | 14.3 | 17.7 | 5.2 | 10.9 | 12.9 | 1.5 |
| Not Stated | 3.0 | 2.1 | 3.2 | 4.4 | 4.3 | 3.3 | 3.2 | 5.4 | 1.9 |
| Q30. Main reason for undertaking course | | | | | | | | | |
| To get a job (or own business) | 23.3 | 23.8 | 25.6 | 17.3 | 20.4 | 28.9 | 27.8 | 16.4 | 26.9 |
| To try for a different career | 12.2 | 12.8 | 12.7 | 9.9 | 10.5 | 13.1 | 13.4 | 12.7 | 15.2 |
| To get a better job or promotion | 10.4 | 12.5 | 10.1 | 6.1 | 12.0 | 8.6 | 11.5 | 12.5 | 9.4 |
| It was a requirement of my job | 16.7 | 12.1 | 15.5 | 30.1 | 20.6 | 13.2 | 15.8 | 9.9 | 12.3 |
| I wanted extra skills for my job | 14.3 | 14.7 | 14.2 | 14.7 | 19.0 | 9.4 | 15.2 | 19.9 | 11.4 |
| To get into another course of study | 6.1 | 6.7 | 5.9 | 4.5 | 4.7 | 8.9 | 1.7 | 5.3 | 6.8 |
| For interest or personal reasons | 13.5 | 14.0 | 12.5 | 13.2 | 9.8 | 14.7 | 11.3 | 18.7 | 14.1 |
| Other reasons | 3.6 | 3.3 | 3.6 | 4.3 | 3.0 | 3.2 | 3.3 | 4.5 | 3.9 |
| Not Stated | 2.2 | 2.0 | 2.7 | 1.9 | 2.5 | 2.4 | 2.6 | 3.5 | 1.4 |
| Q31. Achieved main reason | | | | | | | | | |
| Yes | 65.5 | 62.3 | 64.0 | 73.7 | 70.1 | 64.7 | 62.0 | 71.0 | 65.8 |
| No | 7.9 | 8.0 | 7.1 | 7.2 | 8.4 | 8.8 | 11.3 | 6.3 | 7.4 |
| Partly | 14.8 | 16.1 | 16.3 | 11.0 | 13.6 | 14.8 | 14.1 | 11.4 | 13.5 |
| Don't know yet | 11.8 | 13.5 | 12.5 | 8.1 | 7.9 | 11.7 | 12.6 | 11.2 | 13.2 |
| Not Stated | 2.9 | 2.8 | 3.3 | 2.5 | 3.4 | 3.5 | 3.0 | 4.7 | 1.9 |
| Q21. Had to move to do course | | | | | | | | | |
| Yes | 7.5 | 5.4 | 9.5 | 8.4 | 8.6 | 8.8 | 11.9 | 13.8 | 12.9 |
| No | 92.5 | 94.6 | 90.5 | 91.6 | 91.4 | 91.2 | 88.1 | 86.2 | 87.1 |
| Not Stated | 2.8 | 2.6 | 3.4 | 2.6 | 3.1 | 3.2 | 3.9 | 4.0 | 1.7 |

Table 3: All graduates: Selected graduate and employment characteristics by qualification completed in 1999

Base: All graduates

| | | Level of qualification completed | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Dip. | Assoc. Dip. | Adv. Cert. Post Trade | Adv. Cert. Other | Cert. Trade | Cer. Other | AQF-Adv. Dip. | AQF-Dip. | AQF-Cert. IV | AQF-Cert. III | AQF-Cert. II | AQF-Cert. I | Other (c) |
| Respondents | 41660 | 135 | 543 | 98 | 421 | 1761 | 2546 | 1156 | 5291 | 6537 | 12385 | 8125 | 2655 | 5 |
| Weighted respondents | 131518 | 317 | 2150 | 187 | 1461 | 6013 | 8112 | 4125 | 15258 | 18780 | 36100 | 28733 | 10259 | 18 |
| Q3. Age at 26 May 2000 | | | | | | | | | | | | | | |
| 15-19 | 14.9 | 7.5 | 1.2 | 2.1 | 5.4 | 14.2 | 13.3 | 1.6 | 5.4 | 9.2 | 16.0 | 21.0 | 30.6 | 0.0 |
| 20-24 | 27.5 | 42.1 | 44.6 | 21.4 | 25.1 | 67.6 | 18.5 | 42.4 | 39.7 | 20.1 | 31.9 | 16.5 | 12.3 | 15.5 |
| 25-29 | 12.1 | 14.9 | 20.3 | 17.5 | 14.7 | 9.7 | 11.9 | 16.7 | 14.1 | 14.3 | 11.1 | 11.4 | 8.3 | 12.3 |
| 30-34 | 9.3 | 4.7 | 10.5 | 15.6 | 11.5 | 3.0 | 10.7 | 9.9 | 10.0 | 12.1 | 8.4 | 8.8 | 9.6 | 7.8 |
| 35-39 | 11.0 | 8.2 | 8.6 | 19.3 | 14.9 | 2.5 | 13.9 | 11.7 | 10.1 | 13.6 | 9.7 | 12.5 | 10.9 | 0.0 |
| 40-44 | 10.3 | 9.8 | 7.1 | 13.3 | 14.7 | 1.3 | 12.7 | 7.4 | 9.3 | 12.9 | 9.5 | 11.8 | 10.2 | 64.5 |
| 45-49 | 7.3 | 6.5 | 4.7 | 7.8 | 6.5 | 0.7 | 10.6 | 6.1 | 6.5 | 9.2 | 6.6 | 7.9 | 8.0 | 0.0 |
| 50-54 | 4.5 | 6.0 | 2.0 | 0.6 | 4.7 | 0.4 | 5.0 | 2.9 | 3.3 | 5.6 | 4.0 | 6.1 | 4.9 | 0.0 |
| 55+ | 3.0 | 0.4 | 1.1 | 2.6 | 2.7 | 0.5 | 3.4 | 1.3 | 1.6 | 3.0 | 2.9 | 3.9 | 5.2 | 0.0 |
| Not Stated | 0.7 | 3.2 | 0.1 | 0.0 | 0.0 | 0.5 | 0.6 | 0.3 | 0.2 | 0.6 | 0.6 | 1.2 | 1.4 | 0.0 |
| Q2. Sex | | | | | | | | | | | | | | |
| Male | 46.9 | 25.2 | 54.8 | 74.8 | 47.5 | 95.9 | 33.8 | 53.0 | 43.5 | 46.1 | 45.2 | 41.2 | 52.6 | 35.5 |
| Female | 53.1 | 74.8 | 45.2 | 25.2 | 52.5 | 4.1 | 66.2 | 47.0 | 56.5 | 53.9 | 54.8 | 58.8 | 47.4 | 64.5 |
| Not Stated | # | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | # | 0.0 | 0.0 | 0.0 | 0.0 | # | 0.0 | 0.0 |
| Q1. Aboriginal or Torres Strait Islander | | | | | | | | | | | | | | |
| Yes | 2.0 | 1.8 | 0.2 | 0.0 | 0.5 | 1.5 | 1.2 | 0.9 | 1.3 | 1.3 | 1.9 | 2.9 | 3.5 | 32.2 |
| No | 98.0 | 98.2 | 99.8 | 100.0 | 99.5 | 98.5 | 98.8 | 99.1 | 98.7 | 98.7 | 98.1 | 97.1 | 96.5 | 67.8 |
| Not Stated | 2.4 | 2.1 | 1.0 | 1.8 | 3.1 | 2.5 | 1.9 | 1.3 | 1.6 | 2.2 | 2.7 | 3.0 | 2.8 | 0.0 |
| Q5/6 Non-English speaking background | | | | | | | | | | | | | | |
| Yes | 31.3 | 25.4 | 37.3 | 30.2 | 26.9 | 20.4 | 31.2 | 51.7 | 36.4 | 30.5 | 30.9 | 27.8 | 34.5 | 44.5 |
| No | 68.7 | 74.6 | 62.7 | 69.8 | 73.1 | 79.6 | 68.8 | 48.3 | 63.6 | 69.5 | 69.1 | 72.2 | 65.5 | 55.5 |
| Not Stated | 2.1 | 1.3 | 0.7 | 1.8 | 1.8 | 1.9 | 2.0 | 1.1 | 1.7 | 1.9 | 2.5 | 2.4 | 1.9 | 0.0 |
| Q4. Country of birth | | | | | | | | | | | | | | |
| Australia | 74.9 | 76.4 | 78.4 | 73.5 | 77.1 | 92.3 | 73.4 | 60.1 | 72.4 | 74.7 | 75.1 | 75.4 | 73.0 | 67.8 |
| Other | 25.1 | 23.6 | 21.6 | 26.5 | 22.9 | 7.7 | 26.6 | 39.9 | 27.6 | 25.3 | 24.9 | 24.6 | 27.0 | 32.2 |
| Other main English speaking | 6.7 | 14.5 | 6.1 | 6.8 | 9.4 | 2.7 | 7.2 | 5.6 | 6.8 | 8.2 | 6.7 | 6.9 | 4.7 | 0.0 |
| Other countries | 18.5 | 9.2 | 15.5 | 19.7 | 13.5 | 4.9 | 19.4 | 34.3 | 20.8 | 17.1 | 18.2 | 17.8 | 22.4 | 32.2 |
| Not stated | 7.2 | 6.3 | 3.4 | 4.4 | 5.4 | 9.2 | 7.9 | 4.0 | 3.6 | 5.2 | 7.5 | 9.6 | 9.7 | 0.0 |
| Q7/8 Disability (more than one response possible) | | | | | | | | | | | | | | |
| Any (a) | 5.0 | 3.1 | 4.1 | 0.9 | 4.3 | 3.9 | 5.9 | 4.6 | 3.8 | 4.9 | 4.5 | 5.2 | 8.4 | 0.0 |
| Visual (not corrected by glasses) | 0.3 | 0.0 | 0.1 | 0.0 | 0.3 | 0.2 | 0.5 | # | 0.3 | 0.3 | 0.3 | 0.4 | 0.6 | 0.0 |
| Hearing (not corrected by hearing aid) | 0.5 | 0.0 | 1.3 | 0.0 | 0.0 | 0.2 | 0.4 | 0.4 | 0.3 | 0.5 | 0.5 | 0.5 | 0.7 | 0.0 |
| Physical | 1.4 | 2.5 | 0.3 | 0.9 | 0.3 | 0.6 | 1.8 | 1.3 | 1.4 | 1.7 | 1.3 | 1.5 | 2.1 | 0.0 |
| Intellectual | 0.4 | 0.0 | 0.7 | 0.0 | 0.4 | 0.3 | 0.4 | 0.0 | 0.1 | 0.3 | 0.2 | 0.2 | 2.0 | 0.0 |
| Chronic illness | 0.6 | 0.0 | 0.5 | 0.0 | 0.5 | 0.1 | 0.9 | 0.2 | 0.6 | 0.6 | 0.5 | 0.6 | 1.3 | 0.0 |
| Other | 0.9 | 0.0 | 0.0 | 0.0 | 0.9 | 0.7 | 1.1 | 1.8 | 0.5 | 0.8 | 0.8 | 0.8 | 1.5 | 0.0 |
| None | 95.0 | 96.9 | 95.9 | 99.1 | 95.7 | 96.1 | 94.1 | 95.4 | 96.2 | 95.1 | 95.5 | 94.8 | 91.6 | 100.0 |
| Not Stated | 3.1 | 2.0 | 1.2 | 1.8 | 3.0 | 3.3 | 2.9 | 1.4 | 2.2 | 2.4 | 3.3 | 3.8 | 4.0 | 0.0 |

Table 3: Continued ...

| | Total | Level of qualification completed: Dip | Assoc Dip | Adv Cert Post Trade | Adv Cert Other | Cert Trade | Cert Other | AQF Adv Dip | AQF Dip | AQF Cert IV | AQF Cert III | AQF Cert II | AQF Cert I | Other (c) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Respondents | 41660 | 125 | 543 | 98 | 421 | 1761 | 2546 | 1156 | 5291 | 6537 | 12385 | 8125 | 2655 | 5 |
| Weighted respondents | 131518 | 317 | 2150 | 787 | 1461 | 6013 | 8112 | 4125 | 15258 | 18780 | 36100 | 28733 | 10259 | 18 |
| Area of usual residence | | | | | | | | | | | | | | |
| Capital City | 60.3 | 85.0 | 78.2 | 51.0 | 66.5 | 57.7 | 60.7 | 83.6 | 72.3 | 62.1 | 58.8 | 51.2 | 56.4 | 100.0 |
| Other | 39.7 | 15.0 | 21.8 | 49.0 | 33.5 | 42.3 | 39.3 | 16.4 | 27.7 | 37.9 | 41.2 | 48.8 | 43.6 | 0.0 |
| Not Stated | # | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | # | # | # | # | 0.0 | 0.0 |
| Q11. Highest Pre-course educational qualifications since school (Summary) | | | | | | | | | | | | | | |
| Bachelor Degree or higher | 8.8 | 6.8 | 2.9 | 5.3 | 13.3 | 1.0 | 9.5 | 8.5 | 8.3 | 14.2 | 7.2 | 8.7 | 9.5 | 20.1 |
| Other post-school educational qualification | 52.2 | 59.5 | 52.1 | 77.9 | 57.7 | 38.2 | 55.9 | 51.8 | 53.0 | 59.4 | 50.4 | 52.3 | 47.4 | 32.2 |
| No post-school educational qualification | 39.0 | 33.7 | 44.9 | 15.7 | 29.0 | 60.9 | 34.6 | 39.6 | 38.7 | 26.4 | 42.4 | 39.1 | 43.1 | 47.7 |
| Not Stated | 7.1 | 2.8 | 5.0 | 4.6 | 5.5 | 8.2 | 8.3 | 5.1 | 4.2 | 5.3 | 7.3 | 8.5 | 10.0 | 0.0 |
| Q12. Study undertaken 6 months before course | | | | | | | | | | | | | | |
| Yes, at secondary school | 9.0 | 12.0 | 12.2 | 5.1 | 4.7 | 13.4 | 6.4 | 12.6 | 11.9 | 5.3 | 8.4 | 8.2 | 13.5 | 0.0 |
| Yes, at TAFE institute | 17.2 | 36.2 | 19.6 | 22.3 | 22.3 | 14.0 | 16.7 | 20.3 | 21.5 | 23.2 | 16.6 | 13.2 | 12.3 | 44.5 |
| Yes, at TAFE division of a university | 0.7 | 1.9 | 1.6 | 0.0 | 0.5 | 0.5 | 0.6 | 1.7 | 1.3 | 1.1 | 0.4 | 0.6 | 0.4 | 0.0 |
| Yes, at an Adult and Community Education Provider | 1.4 | 1.2 | 1.2 | 0.0 | 1.8 | 0.7 | 1.0 | 1.2 | 1.3 | 1.2 | 1.4 | 1.7 | 1.6 | 32.2 |
| Yes, at a Registered Private Provider | 1.1 | 1.2 | 0.7 | 2.8 | 0.9 | 0.8 | 1.1 | 1.0 | 0.9 | 1.5 | 1.0 | 1.0 | 1.2 | 0.0 |
| Yes, at university | 2.6 | 3.3 | 3.3 | 0.0 | 2.3 | 0.7 | 2.2 | 4.9 | 2.7 | 4.0 | 2.0 | 2.5 | 2.5 | 0.0 |
| Yes, studying elsewhere | 2.7 | 1.0 | 4.2 | 5.2 | 1.9 | 1.9 | 2.1 | 3.1 | 2.8 | 2.4 | 2.7 | 2.8 | 2.9 | 0.0 |
| No | 65.4 | 43.3 | 57.2 | 64.6 | 65.7 | 68.0 | 69.9 | 55.3 | 57.5 | 61.3 | 67.5 | 70.0 | 65.7 | 23.3 |
| Not Stated | 2.9 | 1.3 | 2.7 | 1.8 | 2.4 | 2.3 | 3.3 | 1.3 | 2.1 | 2.5 | 3.2 | 3.2 | 3.0 | 0.0 |
| Q52. Enrolled in further study | | | | | | | | | | | | | | |
| Yes | 38.4 | 34.2 | 29.3 | 43.0 | 36.1 | 23.4 | 37.1 | 44.2 | 39.2 | 45.0 | 35.4 | 38.5 | 45.0 | 32.2 |
| No | 61.6 | 65.8 | 70.7 | 57.0 | 63.9 | 76.6 | 62.9 | 55.8 | 60.8 | 55.0 | 64.6 | 61.5 | 55.0 | 67.8 |
| Not Stated | 2.4 | 2.7 | 1.6 | 1.8 | 1.3 | 2.1 | 2.6 | 0.9 | 1.8 | 2.0 | 2.6 | 3.0 | 2.7 | 0.0 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | | | | | | | |
| Employed | 76.0 | 86.4 | 83.7 | 89.2 | 84.3 | 94.8 | 70.4 | 74.6 | 79.3 | 78.7 | 77.1 | 71.0 | 67.2 | 67.8 |
| Full-time | 50.4 | 49.4 | 60.4 | 72.1 | 54.7 | 89.4 | 43.7 | 50.0 | 47.6 | 51.0 | 50.7 | 45.2 | 45.6 | 23.3 |
| Part-time | 23.3 | 32.0 | 22.0 | 15.5 | 27.4 | 3.2 | 23.7 | 22.5 | 29.8 | 25.5 | 23.8 | 23.1 | 19.7 | 44.5 |
| Not Employed | 24.0 | 13.6 | 16.3 | 10.8 | 15.7 | 5.2 | 29.6 | 25.4 | 20.7 | 21.3 | 22.9 | 29.0 | 32.8 | 32.2 |
| Unemployed | 11.2 | 5.5 | 8.4 | 6.1 | 5.3 | 2.6 | 13.1 | 11.2 | 11.2 | 10.1 | 10.3 | 13.5 | 15.0 | 0.0 |
| Looking for full-time work | 6.4 | 3.1 | 5.8 | 3.7 | 2.7 | 2.2 | 5.8 | 7.5 | 6.6 | 5.5 | 5.9 | 8.0 | 8.8 | 0.0 |
| Looking for part-time work | 4.7 | 2.5 | 2.7 | 2.4 | 2.7 | 0.4 | 7.2 | 3.7 | 4.5 | 4.6 | 4.3 | 5.5 | 6.2 | 0.0 |
| Not in labour force | 12.1 | 6.6 | 7.2 | 4.8 | 10.3 | 2.4 | 16.0 | 12.9 | 9.0 | 10.8 | 12.2 | 14.4 | 17.0 | 32.2 |



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Table 4: All graduates: Selected course and graduate characteristics by qualification completed in 1999

Base: All graduates

| | | Level of qualification completed | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Dip | Assoc. Dip | Adv. Cert. Post Trade | Adv. Cert. Other | Cert. Trade | Cert. Other | AQF - Adv. Dip. | AQF - Dip. | AQF - Cert. IV | AQF - Cert. III | AQF - Cert. II | AQF - Cert. I | Other (c) |
| Respondents | 41660 | 135 | 543 | 98 | 421 | 1761 | 2546 | 1156 | 5291 | 6537 | 12385 | 8125 | 2655 | 5 |
| Weighted respondents | 131518 | 317 | 2150 | 187 | 1461 | 6013 | 8112 | 4125 | 15258 | 18780 | 36100 | 28733 | 10259 | 16 |
| Field of Study | | | | | | | | | | | | | | |
| Land and Marine Resources, Animal Husbandry | 4.1 | 0.0 | 6.8 | 0.0 | 19.0 | 10.0 | 3.1 | 0.1 | 1.9 | 2.8 | 3.1 | 7.1 | 1.6 | 0.0 |
| Architecture, Building | 5.3 | 0.0 | 10.6 | 0.0 | 8.8 | 16.7 | 4.4 | 1.0 | 3.8 | 6.2 | 7.1 | 2.3 | 2.4 | 15.5 |
| Arts, Humanities and Social Sciences | 6.5 | 19.3 | 3.9 | 0.0 | 13.2 | # | 2.6 | 6.3 | 15.2 | 9.3 | 4.2 | 4.2 | 9.3 | 20.1 |
| Business, Administration, Economics | 21.6 | 3.8 | 17.7 | 0.0 | 16.6 | 0.0 | 54.3 | 60.1 | 27.9 | 30.5 | 14.6 | 18.3 | 4.0 | 0.0 |
| Education | 2.4 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 | 0.4 | 10.7 | 2.9 | # | 0.2 | 0.0 |
| Engineering, Surveying | 13.6 | 15.9 | 27.2 | 80.9 | 14.4 | 65.1 | 17.6 | 19.0 | 7.9 | 3.9 | 16.0 | 4.1 | 18.1 | 0.0 |
| Health, Community Services | 19.5 | 60.0 | 31.4 | 0.0 | 11.9 | 0.2 | 4.6 | 3.7 | 19.6 | 17.0 | 18.7 | 31.7 | 19.5 | 0.0 |
| Law, Legal Studies | 0.4 | 0.0 | 2.2 | 0.0 | 0.0 | 0.0 | 0.3 | 2.0 | 1.6 | 0.3 | 0.3 | # | 0.0 | 0.0 |
| Science | 6.1 | 1.0 | 0.1 | 0.0 | 1.3 | 0.0 | 0.0 | 2.5 | 11.5 | 10.4 | 10.1 | 2.1 | 0.2 | 0.0 |
| Veterinary Science, Animal Care | 0.5 | 0.0 | 0.0 | 19.1 | 14.3 | 0.0 | 2.4 | 0.0 | # | 0.1 | 0.3 | 0.4 | 0.0 | 0.0 |
| Services, Hospitality, Transportation | 12.6 | 0.0 | 0.0 | 0.0 | 0.1 | 7.9 | 3.8 | 5.3 | 10.0 | 6.3 | 17.4 | 16.4 | 18.6 | 0.0 |
| VET Multi-Field Education | 7.3 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 6.9 | 0.0 | 0.2 | 2.7 | 5.6 | 13.2 | 26.1 | 64.5 |
| Q28. Recognition for prior learning towards course completed (more than one response possible) | | | | | | | | | | | | | | |
| Any recognition (d) | 35.5 | 54.3 | 46.8 | 69.9 | 48.0 | 26.5 | 31.4 | 49.3 | 48.0 | 43.8 | 36.1 | 25.5 | 21.5 | 12.3 |
| Study at a TAFE institution | 19.9 | 33.3 | 31.9 | 38.6 | 23.5 | 19.1 | 22.6 | 26.2 | 25.8 | 23.6 | 20.6 | 12.6 | 11.5 | 12.3 |
| Study at a TAFE division of a university | 1.0 | 1.3 | 1.4 | 3.7 | 2.3 | 0.3 | 0.6 | 1.8 | 1.8 | 1.5 | 0.7 | 0.6 | 0.8 | 0.0 |
| Study at a Registered Private Provider or Adult and Community Education Provider | 1.9 | 0.0 | 0.8 | 5.5 | 2.5 | 1.2 | 1.3 | 1.5 | 2.0 | 2.8 | 1.9 | 1.6 | 2.2 | 0.0 |
| Study at university | 3.4 | 8.5 | 4.4 | 5.9 | 5.9 | # | 1.3 | 9.1 | 6.4 | 6.3 | 2.4 | 1.6 | 1.4 | 0.0 |
| Assessed skills and experience | 11.9 | 8.9 | 13.1 | 29.3 | 19.3 | 6.2 | 5.8 | 10.6 | 17.3 | 16.9 | 12.5 | 9.0 | 5.9 | 0.0 |
| Study elsewhere | 5.6 | 10.2 | 6.3 | 9.7 | 6.0 | 2.9 | 3.0 | 11.4 | 8.6 | 6.1 | 5.5 | 4.9 | 2.8 | 0.0 |
| No recognition | 64.5 | 45.7 | 53.2 | 30.1 | 52.0 | 73.5 | 68.6 | 50.7 | 52.0 | 56.2 | 63.9 | 74.5 | 78.5 | 87.7 |
| Not Stated | 11.0 | 11.6 | 4.6 | 5.7 | 6.5 | 12.4 | 11.3 | 7.0 | 6.3 | 7.8 | 10.7 | 15.2 | 14.8 | 0.0 |



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Table 4: Continued...

| | Total | Level of qualification completed | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Dip | Assoc Dip | Adv. Cert. Post Trade | Adv. Cert. Other | Cert-Trade | Cert-Other | AQF-Adv. Dip. | AQF-Dip. | AQF-Cert. IV | AQF-Cert. III | AQF-Cert. II | AQF-Cert. I | Other (C) |
| Respondents | 41660 | 135 | 543 | 98 | 421 | 1761 | 2546 | 1156 | 5291 | 6537 | 12385 | 8125 | 2655 | 5 |
| Weighted respondents | 131518 | 317 | 2150 | 187 | 1461 | 6013 | 8112 | 4125 | 15258 | 18780 | 36100 | 28733 | 10259 | 18 |
| Q24. Hours per week attended class | | | | | | | | | | | | | | |
| 1-5 hours/week | 13.3 | 7.4 | 6.9 | 35.0 | 15.2 | 2.6 | 15.8 | 5.8 | 6.6 | 12.3 | 10.2 | 19.8 | 26.1 | 12.3 |
| 6-10 hours/week | 25.4 | 18.2 | 27.5 | 21.8 | 41.2 | 36.4 | 37.5 | 21.4 | 20.9 | 29.4 | 29.4 | 17.6 | 14.7 | 32.2 |
| 11-15 hours/week | 8.0 | 9.8 | 16.8 | 1.2 | 7.2 | 0.7 | 13.6 | 12.3 | 10.9 | 9.4 | 6.7 | 6.3 | 6.4 | 0.0 |
| 16-20 hours/week | 15.1 | 27.5 | 16.5 | 5.3 | 8.5 | 1.0 | 10.1 | 26.2 | 25.6 | 14.5 | 13.3 | 14.8 | 15.9 | 40.0 |
| More than 20 hours per week | 22.1 | 23.2 | 25.5 | 15.9 | 12.9 | 5.9 | 14.0 | 30.6 | 31.3 | 21.8 | 22.1 | 20.9 | 24.8 | 0.0 |
| Block release | 6.8 | 0.5 | 0.9 | 2.6 | 3.5 | 45.7 | 4.6 | 0.3 | 0.5 | 2.3 | 10.2 | 4.4 | 2.4 | 15.5 |
| Day release | 2.4 | 0.0 | 1.0 | 1.1 | 0.5 | 6.8 | 0.3 | 0.2 | 0.4 | 1.1 | 2.5 | 4.2 | 3.8 | 0.0 |
| Did not attend formal classes - external study | 7.0 | 13.5 | 5.0 | 17.2 | 11.0 | 0.9 | 4.0 | 3.1 | 3.8 | 9.2 | 5.4 | 12.0 | 5.9 | 0.0 |
| Not Stated | 3.0 | 1.3 | 1.3 | 0.0 | 2.0 | 1.7 | 2.4 | 1.4 | 2.1 | 2.5 | 2.9 | 4.0 | 5.1 | 0.0 |
| Q30. Main reason for undertaking course | | | | | | | | | | | | | | |
| To get a job (or own business) | 23.3 | 43.4 | 30.4 | 5.7 | 12.5 | 17.1 | 27.2 | 34.3 | 29.7 | 19.5 | 22.1 | 21.0 | 26.7 | 35.5 |
| To try for a different career | 12.2 | 9.6 | 10.5 | 5.8 | 11.2 | 4.6 | 12.1 | 12.9 | 15.4 | 15.3 | 13.4 | 10.1 | 8.4 | 0.0 |
| To get a better job or promotion | 10.4 | 15.8 | 26.8 | 19.9 | 18.5 | 6.0 | 10.7 | 19.6 | 16.7 | 15.6 | 8.5 | 5.9 | 3.9 | 0.0 |
| It was a requirement of my job | 16.7 | 3.2 | 3.3 | 11.1 | 8.1 | 55.4 | 6.5 | 2.9 | 2.4 | 7.9 | 23.2 | 20.8 | 15.7 | 0.0 |
| I wanted extra skills for my job | 14.3 | 9.4 | 11.7 | 40.8 | 23.7 | 8.0 | 19.3 | 8.4 | 12.6 | 21.3 | 12.0 | 15.0 | 10.8 | 0.0 |
| To get into another course of study | 6.1 | 4.6 | 4.8 | 2.3 | 5.2 | 0.1 | 5.1 | 10.3 | 7.7 | 6.5 | 6.6 | 5.6 | 6.4 | 32.2 |
| For interest or personal reasons | 13.5 | 13.1 | 10.6 | 13.7 | 18.1 | 6.1 | 15.7 | 9.1 | 12.8 | 10.9 | 11.4 | 16.6 | 22.1 | 32.2 |
| Other reasons | 3.6 | 1.0 | 1.9 | 0.8 | 2.8 | 2.7 | 3.4 | 2.6 | 2.6 | 3.0 | 2.8 | 5.1 | 5.9 | 0.0 |
| Not Stated | 2.2 | 1.3 | 1.6 | 3.7 | 2.0 | 2.1 | 2.7 | 0.9 | 1.7 | 1.7 | 2.3 | 2.6 | 2.2 | 0.0 |
| Q21. Had to move to do course | | | | | | | | | | | | | | |
| Yes | 7.5 | 9.4 | 10.7 | 9.3 | 11.2 | 12.8 | 5.7 | 11.2 | 9.7 | 6.7 | 7.6 | 5.7 | 5.5 | 0.0 |
| No | 92.5 | 90.6 | 89.3 | 90.7 | 88.8 | 87.2 | 94.3 | 88.8 | 90.3 | 93.3 | 92.4 | 94.3 | 94.5 | 100.0 |
| Not Stated | 2.8 | 3.3 | 1.7 | 1.8 | 2.3 | 3.0 | 3.4 | 1.0 | 1.9 | 2.4 | 3.3 | 3.0 | 3.6 | 0.0 |



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Table 5: All graduates: Selected graduate, course and employment characteristics by labour force status at 26 May 2000

Base: All graduates

| | | Labour force status at 26 May 2000 | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Total | Full- time | Part- time | Total | Looking for full- time | Looking for part- time | Not in labour force |
| Respondents | 41660 | 30732 | 19195 | 10521 | 4754 | 2781 | 1973 | 5176 |
| Weighted respondents | 131518 | 98263 | 55081 | 30099 | 14419 | 8325 | 6094 | 15702 |
| Q3. Age at 26 May 2000 | | | | | | | | |
| 15-19 | 14.9 | 14.8 | 13.7 | 17.4 | 15.6 | 15.0 | 16.5 | 14.4 |
| 20-24 | 27.5 | 29.1 | 32.1 | 23.1 | 25.9 | 27.2 | 24.1 | 19.9 |
| 25-29 | 12.1 | 12.5 | 14.1 | 9.2 | 11.7 | 12.4 | 10.9 | 10.7 |
| 30-34 | 9.3 | 9.0 | 9.5 | 7.9 | 9.7 | 10.2 | 9.1 | 10.3 |
| 35-39 | 11.0 | 10.7 | 10.0 | 12.1 | 11.3 | 10.5 | 12.3 | 13.1 |
| 40-44 | 10.3 | 10.0 | 8.7 | 12.6 | 11.4 | 11.1 | 11.9 | 11.5 |
| 45-49 | 7.3 | 7.1 | 6.4 | 8.7 | 7.0 | 7.2 | 6.8 | 8.2 |
| 50-54 | 4.5 | 4.4 | 3.8 | 5.7 | 4.2 | 4.0 | 4.5 | 5.1 |
| 55+ | 3.0 | 2.3 | 1.8 | 3.3 | 3.0 | 2.4 | 3.8 | 6.8 |
| Not Stated | 0.7 | 0.8 | 0.7 | 0.7 | 0.5 | 0.6 | 0.3 | 0.6 |
| Q2. Sex | | | | | | | | |
| Male | 46.9 | 49.9 | 60.7 | 26.8 | 41.2 | 47.6 | 32.5 | 33.4 |
| Female | 53.1 | 50.1 | 39.3 | 73.2 | 58.8 | 52.4 | 67.5 | 66.6 |
| Not Stated | # | # | # | # | 0.0 | 0.0 | 0.0 | # |
| Q1. Aboriginal or Torres Strait Islander | | | | | | | | |
| Yes | 2.0 | 1.5 | 1.4 | 1.6 | 3.2 | 3.4 | 3.0 | 3.5 |
| No | 98.0 | 98.5 | 98.6 | 98.4 | 96.8 | 96.6 | 97.0 | 96.5 |
| Not Stated | 2.4 | 1.6 | 1.5 | 1.2 | 1.7 | 1.7 | 1.8 | 1.6 |
| Q5/6 Non-English speaking background | | | | | | | | |
| Yes | 31.3 | 27.1 | 25.9 | 29.0 | 43.6 | 41.2 | 46.8 | 44.1 |
| No | 68.7 | 72.9 | 74.1 | 71.0 | 56.4 | 58.8 | 53.2 | 55.9 |
| Not Stated | 2.1 | 1.2 | 0.9 | 0.9 | 1.1 | 1.3 | 0.9 | 0.9 |
| Q4. Country of birth | | | | | | | | |
| Australia | 74.9 | 79.8 | 81.4 | 76.8 | 62.6 | 66.1 | 58.0 | 57.9 |
| Other | 25.1 | 20.2 | 18.6 | 23.2 | 37.4 | 33.9 | 42.0 | 42.1 |
| Other main English speaking | 6.7 | 6.7 | 6.4 | 7.5 | 5.6 | 5.1 | 6.3 | 7.3 |
| Other countries | 18.5 | 13.5 | 12.2 | 15.7 | 31.7 | 28.8 | 35.7 | 34.8 |
| Not stated | 7.2 | 6.2 | 6.4 | 4.9 | 6.4 | 7.2 | 5.3 | 6.5 |
| Q7/8 Disability (more than one response possible) | | | | | | | | |
| Any (a) | 5.0 | 3.5 | 2.8 | 4.7 | 8.8 | 7.5 | 10.5 | 10.0 |
| Visual (not corrected by glasses) | 0.3 | 0.2 | 0.2 | 0.2 | 0.5 | 0.5 | 0.5 | 0.7 |
| Hearing (not corrected by hearing aid) | 0.5 | 0.3 | 0.3 | 0.4 | 0.8 | 0.8 | 1.0 | 0.9 |
| Physical | 1.4 | 0.9 | 0.6 | 1.3 | 2.5 | 2.2 | 2.9 | 3.9 |
| Intellectual | 0.4 | 0.2 | 0.2 | 0.2 | 1.0 | 0.9 | 1.0 | 0.6 |
| Chronic illness | 0.6 | 0.4 | 0.2 | 0.8 | 1.0 | 0.5 | 1.6 | 1.7 |
| Other | 0.9 | 0.6 | 0.5 | 0.8 | 1.8 | 1.7 | 2.1 | 1.6 |
| None | 95.0 | 96.5 | 97.2 | 95.3 | 91.2 | 92.5 | 89.5 | 90.0 |
| Not Stated | 3.1 | 2.0 | 1.8 | 1.7 | 2.2 | 2.4 | 2.0 | 1.9 |

Table 5: Continued...

| | | Labour force status at 26 May 2000 | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Total | Full- time | Part- time | Total | Looking for full- time | Looking for part- time | Not in labour force |
| Respondents | 41660 | 30732 | 19195 | 10521 | 4754 | 2781 | 1973 | 5176 |
| Weighted respondents | 131518 | 98263 | 65081 | 30099 | 14419 | 8325 | 6094 | 15702 |
| Area of usual residence | | | | | | | | |
| Capital City | 60.3 | 59.8 | 60.8 | 57.7 | 60.1 | 57.3 | 63.8 | 62.8 |
| Other | 39.7 | 40.2 | 39.2 | 42.3 | 39.9 | 42.7 | 36.2 | 37.2 |
| Not Stated | # | # | # | 0.1 | # | # | # | # |
| Level of qualification completed | | | | | | | | |
| Diploma | 0.2 | 0.3 | 0.2 | 0.3 | 0.1 | 0.1 | 0.1 | 0.1 |
| Associate Diploma | 1.6 | 1.8 | 2.0 | 1.6 | 1.2 | 1.5 | 0.9 | 1.0 |
| Advanced Certificate - Post Trade | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Advanced Certificate - Other | 1.1 | 1.2 | 1.2 | 1.3 | 0.5 | 0.5 | 0.6 | 0.9 |
| Certificate - Trade | 4.6 | 5.7 | 8.2 | 0.6 | 1.1 | 1.6 | 0.3 | 0.9 |
| Certificate - Other | 6.2 | 5.7 | 5.3 | 6.3 | 7.2 | 5.6 | 9.4 | 8.1 |
| AQF - Advanced Diploma | 3.1 | 3.1 | 3.1 | 3.1 | 3.2 | 3.7 | 2.5 | 3.4 |
| AQF - Diploma | 11.6 | 12.2 | 11.0 | 14.9 | 11.6 | 12.0 | 11.2 | 8.6 |
| AQF - Certificate IV | 14.3 | 14.8 | 14.5 | 15.7 | 13.0 | 12.2 | 14.0 | 12.7 |
| AQF - Certificate III | 27.4 | 27.8 | 27.6 | 27.9 | 25.2 | 25.3 | 25.1 | 27.4 |
| AQF - Certificate II | 21.8 | 20.4 | 19.6 | 21.6 | 26.3 | 26.9 | 25.4 | 25.9 |
| AQF - Certificate I | 7.8 | 6.9 | 7.1 | 6.6 | 10.5 | 10.7 | 10.2 | 10.9 |
| Other (c) | # | # | # | # | 0.0 | 0.0 | 0.0 | # |
| Field of Study | | | | | | | | |
| Land and Marine Resources, Animal Husbandry | 4.1 | 4.4 | 4.8 | 3.6 | 3.0 | 3.8 | 2.0 | 3.2 |
| Architecture, Building | 5.3 | 6.2 | 8.2 | 1.7 | 3.1 | 3.1 | 3.1 | 2.1 |
| Arts, Humanities and Social Sciences | 6.5 | 5.2 | 3.4 | 9.0 | 9.3 | 8.2 | 10.9 | 11.8 |
| Business, Administration, Economics | 21.6 | 21.7 | 22.1 | 21.2 | 23.5 | 23.4 | 23.7 | 20.9 |
| Education | 2.4 | 2.7 | 2.3 | 3.5 | 1.3 | 1.2 | 1.4 | 2.0 |
| Engineering, Surveying | 13.6 | 15.9 | 21.7 | 3.8 | 7.2 | 9.4 | 4.2 | 4.9 |
| Health, Community Services | 19.5 | 21.1 | 17.0 | 29.6 | 12.0 | 11.6 | 12.7 | 16.1 |
| Law, Legal Studies | 0.4 | 0.4 | 0.5 | 0.3 | 0.5 | 0.4 | 0.6 | 0.2 |
| Science | 6.1 | 5.3 | 5.0 | 6.2 | 9.3 | 9.5 | 8.9 | 9.0 |
| Veterinary Science, Animal Care | 0.5 | 0.6 | 0.5 | 0.8 | 0.4 | 0.3 | 0.5 | 0.2 |
| Services, Hospitality, Transportation | 12.6 | 13.1 | 12.3 | 14.8 | 13.3 | 15.1 | 10.8 | 8.6 |
| VET Multi-Field Education | 7.3 | 3.4 | 2.2 | 5.4 | 17.2 | 14.2 | 21.4 | 21.0 |
| Q52. Enrolled in further study | | | | | | | | |
| Yes | 38.4 | 33.3 | 28.3 | 43.9 | 47.6 | 37.6 | 61.1 | 61.2 |
| No | 61.6 | 66.7 | 71.7 | 56.1 | 52.4 | 62.4 | 38.9 | 38.8 |
| Not Stated | 2.4 | 1.2 | 0.9 | 0.8 | 1.0 | 1.2 | 0.7 | 1.0 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 76.0 | 100.0 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Not Employed | 24.0 | 0.0 | 0.0 | 0.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Not Stated | 1.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Table 6: Male Graduates: Selected graduate, course and employment characteristics by labour force status at 26 May 2000

Base: All male graduates

| | | Labour force status at 26 May 2000 | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Total | Full- time | Part- time | Total | Looking for full- time | Looking for part- time | Not in labour force |
| Respondents | 41660 | 30732 | 19195 | 10521 | 4754 | 2781 | 1973 | 5176 |
| Weighted respondents | 131518 | 98263 | 65081 | 30099 | 14419 | 8325 | 6094 | 15702 |
| Q3. Age at 26 May 2000 | | | | | | | | |
| 15-19 | 16.1 | 15.6 | 14.1 | 22.4 | 17.3 | 14.9 | 22.1 | 19.4 |
| 20-24 | 32.7 | 33.7 | 34.4 | 30.9 | 31.7 | 28.6 | 37.8 | 25.9 |
| 25-29 | 12.1 | 12.5 | 12.6 | 11.6 | 11.7 | 12.0 | 11.1 | 10.4 |
| 30-34 | 9.1 | 9.0 | 9.5 | 6.9 | 9.5 | 11.6 | 5.2 | 8.9 |
| 35-39 | 9.9 | 10.0 | 10.4 | 8.3 | 8.1 | 8.9 | 6.4 | 10.1 |
| 40-44 | 8.2 | 8.3 | 8.5 | 7.6 | 8.4 | 10.0 | 5.0 | 7.8 |
| 45-49 | 5.4 | 5.3 | 5.4 | 4.6 | 5.3 | 6.1 | 3.6 | 5.7 |
| 50-54 | 3.5 | 3.4 | 3.2 | 3.9 | 3.8 | 4.3 | 2.7 | 4.3 |
| 55+ | 3.0 | 2.2 | 1.9 | 3.9 | 4.4 | 3.6 | 6.0 | 7.4 |
| Not Stated | 0.7 | 0.7 | 0.7 | 0.5 | 0.5 | 0.6 | 0.3 | 0.5 |
| Q1. Aboriginal or Torres Strait Islander | | | | | | | | |
| Yes | 1.8 | 1.4 | 1.3 | 1.7 | 3.3 | 3.0 | 3.9 | 3.7 |
| No | 98.2 | 98.6 | 98.7 | 98.3 | 96.7 | 97.0 | 96.1 | 96.3 |
| Not Stated | 2.8 | 1.9 | 1.6 | 1.4 | 2.4 | 2.1 | 2.9 | 1.9 |
| Q5/6 Non-English speaking background | | | | | | | | |
| Yes | 30.5 | 27.0 | 24.9 | 37.3 | 43.6 | 42.1 | 46.6 | 44.8 |
| No | 69.5 | 73.0 | 75.1 | 62.7 | 56.4 | 57.9 | 53.4 | 55.2 |
| Not Stated | 2.2 | 1.1 | 0.9 | 0.9 | 1.2 | 1.1 | 1.4 | 1.2 |
| Q4. Country of birth | | | | | | | | |
| Australia | 77.4 | 80.9 | 82.8 | 72.1 | 65.2 | 67.8 | 60.0 | 60.6 |
| Other | 22.6 | 19.1 | 17.2 | 27.9 | 34.8 | 32.2 | 40.0 | 39.4 |
| Other main English speaking | 6.0 | 6.2 | 6.2 | 6.8 | 5.7 | 5.4 | 6.1 | 5.6 |
| Other countries | 16.6 | 12.9 | 11.1 | 21.2 | 29.2 | 26.8 | 33.9 | 33.8 |
| Not stated | 7.9 | 6.8 | 6.7 | 5.4 | 7.0 | 7.3 | 6.4 | 6.9 |
| Q7/8 Disability (more than one response possible) | | | | | | | | |
| Any (a) | 5.5 | 3.9 | 3.1 | 7.1 | 11.3 | 9.5 | 15.0 | 13.3 |
| Visual (not corrected by glasses) | 0.4 | 0.2 | 0.2 | 0.3 | 0.6 | 0.7 | 0.5 | 1.1 |
| Hearing (not corrected by hearing aid) | 0.5 | 0.3 | 0.3 | 0.4 | 1.0 | 0.9 | 1.3 | 1.4 |
| Physical | 1.7 | 1.0 | 0.8 | 2.2 | 3.4 | 3.3 | 3.6 | 5.9 |
| Intellectual | 0.4 | 0.3 | 0.3 | 0.4 | 1.4 | 1.4 | 1.4 | 0.5 |
| Chronic illness | 0.6 | 0.3 | 0.1 | 1.1 | 1.5 | 0.5 | 3.7 | 2.0 |
| Other | 1.0 | 0.6 | 0.5 | 1.3 | 2.7 | 2.9 | 2.4 | 2.8 |
| None | 94.5 | 96.1 | 96.9 | 92.9 | 88.7 | 90.5 | 85.0 | 86.7 |
| Not Stated | 3.3 | 2.1 | 1.9 | 1.4 | 2.7 | 2.5 | 3.2 | 2.4 |

Table 6: Continued...

| | | Labour force status at 26 May 2000 | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Total | Full- time | Part- time | Total | Looking for full- time | Looking for part- time | Not in labour force |
| Respondents | 41660 | 30732 | 19195 | 10521 | 4754 | 2781 | 1973 | 5176 |
| Weighted respondents | 131518 | 98263 | 65081 | 30099 | 14419 | 8325 | 6094 | 15702 |
| Area of usual residence | | | | | | | | |
| Capital City | 61.7 | 61.4 | 60.2 | 67.2 | 61.7 | 60.1 | 64.9 | 65.3 |
| Other | 38.3 | 38.6 | 39.8 | 32.8 | 38.3 | 39.9 | 35.1 | 34.7 |
| Not Stated | # | # | # | # | # | 0.0 | 0.1 | # |
| Level of qualification completed | | | | | | | | |
| Diploma | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 |
| Associate Diploma | 1.9 | 2.0 | 2.1 | 1.8 | 1.5 | 1.5 | 1.5 | 1.4 |
| Advanced Certificate - Post Trade | 0.2 | 0.3 | 0.3 | 0.1 | 0.1 | 0.0 | 0.2 | 0.1 |
| Advanced Certificate - Other | 1.1 | 1.2 | 1.3 | 0.8 | 0.5 | 0.4 | 0.8 | 1.1 |
| Certificate - Trade | 9.4 | 11.0 | 13.0 | 1.9 | 2.5 | 3.2 | 1.0 | 2.4 |
| Certificate - Other | 4.4 | 4.3 | 4.3 | 3.3 | 6.0 | 5.9 | 6.3 | 4.2 |
| AQF- Advanced Diploma | 3.5 | 3.2 | 2.9 | 4.8 | 4.5 | 4.6 | 4.4 | 5.6 |
| AQF- Diploma | 10.8 | 10.6 | 9.0 | 18.8 | 13.7 | 13.0 | 15.1 | 10.9 |
| AQF- Certificate IV | 14.1 | 13.9 | 13.4 | 17.0 | 15.1 | 14.4 | 16.5 | 14.9 |
| AQF- Certificate III | 26.5 | 27.0 | 27.9 | 22.4 | 22.1 | 22.1 | 22.0 | 26.0 |
| AQF- Certificate II | 19.2 | 18.4 | 17.7 | 20.5 | 22.3 | 22.4 | 21.9 | 21.1 |
| AQF- Certificate I | 8.8 | 8.0 | 8.0 | 8.3 | 11.6 | 12.4 | 10.1 | 12.2 |
| Other (c) | # | # | # | # | 0.0 | 0.0 | 0.0 | 0.0 |
| Field of Study | | | | | | | | |
| Land and Marine Resources, Animal Husbandry | 5.8 | 6.1 | 6.1 | 5.6 | 4.1 | 5.0 | 2.3 | 5.4 |
| Architecture, Building | 10.4 | 11.5 | 13.1 | 3.9 | 6.4 | 5.9 | 7.4 | 4.9 |
| Arts, Humanities and Social Sciences | 5.1 | 3.9 | 2.6 | 10.3 | 9.5 | 8.5 | 11.6 | 11.3 |
| Business, Administration, Economics | 13.7 | 13.2 | 12.7 | 16.1 | 16.0 | 15.1 | 17.9 | 17.4 |
| Education | 1.8 | 2.0 | 2.1 | 1.8 | 1.0 | 0.8 | 1.6 | 1.0 |
| Engineering, Surveying | 27.1 | 30.1 | 34.0 | 11.2 | 15.6 | 18.2 | 10.4 | 12.4 |
| Health, Community Services | 11.6 | 12.5 | 12.1 | 14.4 | 6.0 | 5.2 | 7.8 | 9.4 |
| Law, Legal Studies | 0.5 | 0.5 | 0.5 | 0.6 | 0.4 | 0.4 | 0.4 | 0.4 |
| Science | 8.2 | 6.4 | 5.1 | 13.1 | 15.6 | 15.5 | 15.9 | 16.7 |
| Veterinary Science, Animal Care | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.3 | 0.0 |
| Services, Hospitality, Transportation | 10.9 | 11.1 | 9.8 | 16.8 | 12.0 | 13.9 | 8.0 | 7.1 |
| VET Multi-Field Education | 4.9 | 2.6 | 1.8 | 5.9 | 13.2 | 11.6 | 16.3 | 14.2 |
| Q52. Enrolled in further study | | | | | | | | |
| Yes | 35.9 | 31.3 | 27.1 | 52.4 | 47.0 | 35.6 | 69.6 | 66.3 |
| No | 64.1 | 68.7 | 72.9 | 47.6 | 53.0 | 64.4 | 30.4 | 33.7 |
| Not Stated | 2.4 | 1.1 | 0.8 | 0.8 | 1.0 | 1.3 | 0.5 | 1.0 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 80.9 | 100.0 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Not Employed | 19.1 | 0.0 | 0.0 | 0.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Not Stated | 1.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Table 7: Female graduates: Selected graduate, course and employment characteristics by labour force status at 26 May 2000

Base: All female graduates

| | | Labour force status at 26 May 2000 | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Total | Full- time | Part- time | Total | Looking for full- time | Looking for part- time | Not in labour force |
| Respondents | 41660 | 30732 | 19195 | 10521 | 4754 | 2781 | 1973 | 5176 |
| Weighted respondents | 131518 | 98263 | 65081 | 30099 | 14419 | 8325 | 6094 | 15702 |
| Q3. Age at 26 May 2000 | | | | | | | | |
| 15-19 | 13.8 | 14.1 | 13.1 | 15.6 | 14.5 | 15.1 | 13.8 | 11.9 |
| 20-24 | 22.9 | 24.6 | 28.5 | 20.2 | 21.9 | 26.0 | 17.5 | 16.9 |
| 25-29 | 12.1 | 12.6 | 16.4 | 8.3 | 11.8 | 12.7 | 10.7 | 10.8 |
| 30-34 | 9.5 | 9.0 | 9.7 | 8.3 | 9.9 | 8.9 | 11.0 | 11.0 |
| 35-39 | 12.1 | 11.3 | 9.4 | 13.5 | 13.5 | 11.9 | 15.2 | 14.7 |
| 40-44 | 12.2 | 11.7 | 9.0 | 14.4 | 13.6 | 12.0 | 15.3 | 13.4 |
| 45-49 | 9.0 | 8.9 | 7.8 | 10.2 | 8.3 | 8.2 | 8.4 | 9.4 |
| 50-54 | 5.4 | 5.4 | 4.6 | 6.3 | 4.5 | 3.7 | 5.3 | 5.6 |
| 55+ | 3.0 | 2.3 | 1.6 | 3.1 | 2.1 | 1.4 | 2.8 | 6.4 |
| Not Stated | 0.8 | 0.8 | 0.8 | 0.8 | 0.5 | 0.6 | 0.4 | 0.6 |
| Q1. Aboriginal or Torres Strait Islander | | | | | | | | |
| Yes | 2.1 | 1.6 | 1.4 | 1.6 | 3.2 | 3.8 | 2.6 | 3.4 |
| No | 97.9 | 98.4 | 98.6 | 98.4 | 96.8 | 96.2 | 97.4 | 96.6 |
| Not Stated | 2.1 | 1.3 | 1.2 | 1.1 | 1.3 | 1.3 | 1.2 | 1.5 |
| Q5/6 Non-English speaking background | | | | | | | | |
| Yes | 32.1 | 27.1 | 27.6 | 26.0 | 43.6 | 40.4 | 46.9 | 43.7 |
| No | 67.9 | 72.9 | 72.4 | 74.0 | 56.4 | 59.6 | 53.1 | 56.3 |
| Not Stated | 2.0 | 1.2 | 1.0 | 0.9 | 1.1 | 1.4 | 0.7 | 0.8 |
| Q4. Country of birth | | | | | | | | |
| Australia | 72.7 | 78.7 | 79.3 | 78.5 | 60.9 | 64.6 | 57.0 | 56.5 |
| Other main English speaking | 7.2 | 7.2 | 6.9 | 7.8 | 5.6 | 4.8 | 6.5 | 8.1 |
| Other | 20.1 | 14.1 | 13.9 | 13.7 | 33.5 | 30.6 | 36.5 | 35.4 |
| Not stated | 6.7 | 5.6 | 5.9 | 4.8 | 6.0 | 7.1 | 4.8 | 6.2 |
| Q7/8 Disability (more than one response possible) | | | | | | | | |
| Any (a) | 4.5 | 3.1 | 2.3 | 3.8 | 7.0 | 5.7 | 8.4 | 8.4 |
| Visual (not corrected by glasses) | 0.3 | 0.2 | 0.3 | 0.2 | 0.4 | 0.3 | 0.5 | 0.5 |
| Hearing (not corrected by hearing aid) | 0.4 | 0.3 | 0.2 | 0.4 | 0.7 | 0.6 | 0.8 | 0.7 |
| Physical | 1.2 | 0.7 | 0.4 | 1.0 | 1.9 | 1.3 | 2.5 | 3.0 |
| Intellectual | 0.3 | 0.1 | 0.1 | 0.2 | 0.7 | 0.5 | 0.8 | 0.6 |
| Chronic illness | 0.6 | 0.4 | 0.2 | 0.7 | 0.6 | 0.6 | 0.7 | 1.6 |
| Other | 0.7 | 0.6 | 0.4 | 0.7 | 1.2 | 0.5 | 2.0 | 1.1 |
| None | 95.5 | 96.9 | 97.7 | 96.2 | 93.0 | 94.3 | 91.6 | 91.6 |
| Not Stated | 2.9 | 2.0 | 1.7 | 1.8 | 1.8 | 2.3 | 1.4 | 1.7 |

Table 7: Female graduates: Selected graduate, course and employment characteristics by labour force status at 26 May 2000

Base: All female graduates

| | | Labour force status at 26 May 2000 | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Total | Full- time | Part- time | Total | Looking for full- time | Looking for part- time | Not in labour force |
| Respondents | 41660 | 30732 | 19195 | 10521 | 4754 | 2781 | 1973 | 5176 |
| Weighted respondents | 131518 | 98263 | 65081 | 30099 | 14419 | 8325 | 6094 | 15702 |
| Area of usual residence | | | | | | | | |
| Capital City | 59.0 | 58.3 | 61.6 | 54.2 | 59.0 | 54.8 | 63.3 | 61.6 |
| Other | 41.0 | 41.7 | 38.4 | 45.8 | 41.0 | 45.2 | 36.7 | 38.4 |
| Not Stated | # | # | # | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 |
| Level of qualification completed | | | | | | | | |
| Diploma | 0.3 | 0.4 | 0.4 | 0.4 | 0.1 | 0.1 | 0.1 | 0.2 |
| Associate Diploma | 1.4 | 1.6 | 1.8 | 1.5 | 1.1 | 1.5 | 0.7 | 0.8 |
| Advanced Certificate - Post Trade | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.0 | # |
| Advanced Certificate - Other | 1.1 | 1.3 | 1.1 | 1.5 | 0.5 | 0.5 | 0.5 | 0.8 |
| Certificate - Trade | 0.4 | 0.4 | 0.7 | 0.2 | 0.1 | 0.1 | # | 0.2 |
| Certificate - Other | 7.7 | 7.1 | 6.8 | 7.3 | 8.0 | 5.3 | 11.0 | 10.0 |
| AQF- Advanced Diploma | 2.8 | 3.0 | 3.6 | 2.4 | 2.2 | 2.8 | 1.6 | 2.2 |
| AQF- Diploma | 12.3 | 13.7 | 14.2 | 13.5 | 10.2 | 11.0 | 9.3 | 7.5 |
| AQF- Certificate IV | 14.5 | 15.7 | 16.3 | 15.2 | 11.5 | 10.2 | 12.8 | 11.6 |
| AQF- Certificate III | 28.3 | 28.5 | 27.1 | 30.0 | 27.4 | 28.2 | 26.6 | 28.1 |
| AQF- Certificate II | 24.2 | 22.3 | 22.4 | 22.0 | 29.1 | 31.0 | 27.1 | 28.3 |
| AQF- Certificate I | 7.0 | 5.8 | 5.6 | 6.0 | 9.7 | 9.1 | 10.3 | 10.3 |
| Other (c) | # | # | 0.0 | # | 0.0 | 0.0 | 0.0 | 0.1 |
| Q52. Enrolled in further study | | | | | | | | |
| Yes | 40.5 | 35.3 | 30.3 | 40.7 | 48.0 | 39.5 | 57.0 | 58.7 |
| No | 59.5 | 64.7 | 69.7 | 59.3 | 52.0 | 60.5 | 43.0 | 41.3 |
| Not Stated | 2.4 | 1.2 | 1.1 | 0.8 | 1.0 | 1.1 | 0.7 | 1.0 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 71.7 | 100.0 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Not Employed | 28.3 | 0.0 | 0.0 | 0.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Not Stated | 1.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Table 8: Graduates employed at 26 May 2000: Selected graduate and employment characteristics by State or Territory where course completed

Base: Graduates employed at 26 May 2000

| | | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | NSW | Vic. | Qld | SA | WA | Tas. | NT | ACT |
| Respondents | 30732 | 8134 | 7553 | 6286 | 2277 | 4056 | 1233 | 371 | 822 |
| Weighted respondents | 98263 | 42841 | 17279 | 20092 | 4205 | 9174 | 2486 | 818 | 1448 |
| Q2. Sex | | | | | | | | | |
| Male | 49.9 | 49.5 | 48.3 | 50.1 | 52.6 | 52.1 | 53.0 | 47.8 | 49.7 |
| Female | 50.1 | 50.5 | 51.7 | 49.9 | 47.4 | 47.9 | 47.0 | 52.2 | 50.3 |
| Not Stated | # | 0.0 | 0.0 | 0.0 | 0.0 | # | 0.0 | 0.0 | 0.0 |
| Q1. Aboriginal or Torres Strait Islander | | | | | | | | | |
| Yes | 1.5 | 1.2 | 0.5 | 2.3 | 2.1 | 1.1 | 4.9 | 12.1 | 0.5 |
| No | 98.5 | 98.8 | 99.5 | 97.7 | 97.9 | 98.9 | 95.1 | 87.9 | 99.5 |
| Not Stated | 1.6 | 1.1 | 1.7 | 2.3 | 1.6 | 1.5 | 2.7 | 1.5 | 1.7 |
| Q5/6 Non-English speaking background | | | | | | | | | |
| Yes | 27.1 | 32.5 | 32.2 | 15.8 | 20.4 | 23.8 | 11.7 | 24.5 | 26.1 |
| No | 72.9 | 67.5 | 67.8 | 84.2 | 79.6 | 76.2 | 88.3 | 75.5 | 73.9 |
| Not Stated | 1.2 | 0.9 | 1.0 | 1.5 | 1.1 | 1.5 | 2.1 | 0.3 | 0.7 |
| Q7/8 Disability (more than one response possible) | | | | | | | | | |
| Any (a) | 3.5 | 3.6 | 4.1 | 3.4 | 2.7 | 2.7 | 2.9 | 1.6 | 3.5 |
| Visual (not corrected by glasses) | 0.2 | 0.2 | 0.3 | 0.3 | 0.5 | 0.2 | 0.3 | 0.0 | 0.6 |
| Hearing (not corrected by hearing aid) | 0.3 | 0.3 | 0.3 | 0.5 | 0.1 | 0.2 | 0.0 | 0.0 | 0.4 |
| Physical | 0.9 | 1.1 | 0.6 | 0.9 | 0.6 | 0.8 | 0.5 | 0.8 | 0.9 |
| Intellectual | 0.2 | 0.3 | 0.2 | 0.2 | 0.1 | 0.3 | 0.1 | 0.0 | 0.1 |
| Chronic illness | 0.4 | 0.4 | 0.4 | 0.4 | 0.3 | 0.2 | 0.4 | 0.0 | 0.6 |
| Other | 0.6 | 0.8 | 0.4 | 0.6 | 0.4 | 0.3 | 0.3 | 0.1 | 0.5 |
| None | 96.5 | 96.4 | 95.9 | 96.6 | 97.3 | 97.3 | 97.1 | 98.4 | 96.5 |
| Not Stated | 2.0 | 1.8 | 2.1 | 2.6 | 2.1 | 2.0 | 2.3 | 1.6 | 1.0 |
| Area of usual residence | | | | | | | | | |
| Capital City | 59.8 | 62.4 | 66.8 | 43.4 | 62.2 | 71.9 | 41.6 | 47.7 | 82.3 |
| Other | 40.2 | 37.6 | 33.2 | 56.6 | 37.8 | 28.1 | 58.4 | 52.3 | 17.7 |
| Not Stated | # | # | 0.1 | 0.0 | # | 0.0 | 0.0 | 0.0 | 0.0 |
| Q10. Started course relative to secondary schooling | | | | | | | | | |
| While you were still enrolled at secondary school | 5.1 | 5.8 | 6.0 | 5.7 | 5.1 | 8.3 | 5.0 | 11.3 | 7.4 |
| Withing 12 months of leaving secondary school | 22.6 | 23.1 | 24.5 | 17.0 | 19.8 | 30.0 | 21.3 | 15.9 | 28.5 |
| More than 12 months after leaving secondary school | 71.4 | 71.1 | 69.5 | 77.4 | 75.1 | 61.8 | 73.6 | 72.8 | 64.0 |
| Not Stated | 1.5 | 1.3 | 1.7 | 2.0 | 1.5 | 1.5 | 2.1 | 0.7 | 1.2 |

Table 8: Continued...

| | | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 30732 | 8134 | 7553 | 6286 | 2277 | 4056 | 1233 | 971 | 822 |
| Weighted respondents | 98263 | 42841 | 17279 | 20012 | 4205 | 6174 | 2486 | 818 | 1448 |
| **Q40. Industry of employment at 26 May 2000** | | | | | | | | | |
| Agriculture, forestry and fishing | 3.0 | 2.0 | 3.2 | 4.0 | 8.2 | 2.8 | 3.6 | 6.4 | 1.1 |
| Mining | 1.5 | 0.9 | 0.2 | 3.2 | 1.0 | 3.5 | 2.1 | 2.4 | 0.2 |
| Manufacturing | 11.7 | 12.4 | 14.4 | 8.6 | 15.7 | 9.6 | 13.0 | 4.7 | 8.1 |
| Electricity, gas and water supply | 0.8 | 1.0 | 0.6 | 0.9 | 0.6 | 0.4 | 0.9 | 1.2 | 0.4 |
| Construction | 8.6 | 9.5 | 6.7 | 8.9 | 4.4 | 9.8 | 6.8 | 5.5 | 6.9 |
| Wholesale trade | 1.6 | 1.9 | 1.7 | 1.4 | 1.5 | 0.9 | 1.2 | 1.5 | 0.6 |
| Retail trade | 15.1 | 15.5 | 15.9 | 11.9 | 12.9 | 20.4 | 13.9 | 7.0 | 16.1 |
| Accommodation, cafes and restaurants | 7.1 | 7.4 | 7.1 | 6.2 | 6.1 | 7.1 | 7.4 | 13.4 | 11.4 |
| Transport and storage | 3.4 | 3.9 | 2.1 | 4.8 | 2.0 | 1.8 | 2.0 | 2.7 | 2.3 |
| Communication services | 1.3 | 1.6 | 1.3 | 0.8 | 1.0 | 0.8 | 5.1 | 1.0 | 1.2 |
| Finance and insurance | 2.4 | 3.4 | 2.2 | 1.1 | 1.4 | 1.6 | 2.1 | 1.6 | 1.2 |
| Property and business services | 9.8 | 12.0 | 9.8 | 6.2 | 8.7 | 8.4 | 7.1 | 10.8 | 11.2 |
| Government administration and defence | 3.5 | 3.6 | 2.4 | 3.3 | 3.3 | 2.7 | 5.3 | 17.0 | 9.8 |
| Education | 6.7 | 4.6 | 5.6 | 10.3 | 8.2 | 8.9 | 9.3 | 6.4 | 4.7 |
| Health and community services | 16.0 | 13.2 | 19.0 | 20.7 | 17.5 | 12.7 | 14.6 | 11.3 | 16.2 |
| Cultural and recreational services | 2.8 | 2.7 | 3.1 | 2.6 | 2.2 | 2.6 | 3.3 | 3.4 | 4.3 |
| Personal and other services | 4.7 | 4.2 | 4.8 | 5.2 | 5.4 | 5.9 | 2.2 | 3.7 | 4.4 |
| Not Stated | 11.4 | 11.7 | 11.7 | 10.2 | 11.8 | 11.5 | 13.6 | 12.8 | 8.9 |
| **Q39. Occupation at 26 May 2000** | | | | | | | | | |
| Managers and administrators | 4.5 | 4.3 | 4.6 | 4.7 | 6.8 | 3.9 | 3.7 | 2.8 | 4.3 |
| Professionals | 12.8 | 12.7 | 13.7 | 12.8 | 13.2 | 10.8 | 14.6 | 14.0 | 13.6 |
| Technicians and associate professionals | 9.5 | 10.6 | 9.2 | 7.2 | 12.6 | 7.8 | 10.3 | 14.7 | 13.5 |
| Tradespersons and related workers | 22.3 | 22.9 | 21.7 | 21.0 | 19.3 | 25.5 | 24.8 | 16.3 | 20.8 |
| Advanced clerical and service workers | 4.3 | 5.5 | 3.8 | 3.1 | 2.9 | 3.3 | 2.3 | 7.6 | 3.9 |
| Intermediate clerical, sales and service workers | 24.2 | 23.6 | 24.0 | 27.4 | 21.1 | 21.1 | 25.9 | 24.5 | 27.5 |
| Intermediate production and transport workers | 4.5 | 4.0 | 4.0 | 6.1 | 5.3 | 4.0 | 4.1 | 2.7 | 2.0 |
| Elementary clerical, sales and service workers | 10.5 | 10.3 | 11.3 | 9.8 | 7.7 | 14.3 | 8.1 | 7.4 | 8.9 |
| Labourers and related workers | 7.3 | 6.1 | 7.7 | 8.1 | 11.1 | 9.3 | 6.2 | 9.9 | 5.6 |
| Not Stated | 9.1 | 9.4 | 9.3 | 8.4 | 9.3 | 8.9 | 11.4 | 10.8 | 7.9 |
| **Q42. Employment size of workplace (e)** | | | | | | | | | |
| Less than 10 people | 31.1 | 32.5 | 31.6 | 26.8 | 31.0 | 34.4 | 30.3 | 27.1 | 28.4 |
| 10-19 people | 14.7 | 14.4 | 15.2 | 14.6 | 12.9 | 15.6 | 14.8 | 15.7 | 17.1 |
| 20-99 people | 25.2 | 23.9 | 24.6 | 27.8 | 26.1 | 25.4 | 27.4 | 28.4 | 26.9 |
| 100 or more people | 29.0 | 29.2 | 28.7 | 30.8 | 30.0 | 24.6 | 27.5 | 28.8 | 27.6 |
| Not Stated | 5.7 | 4.9 | 6.4 | 6.6 | 5.7 | 6.1 | 7.1 | 5.6 | 6.0 |

Table 8: Continued...

| | Total | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 30732 | 8134 | 7553 | 6286 | 2277 | 4056 | 1233 | 371 | 822 |
| Weighted respondents | 98263 | 42841 | 17279 | 20012 | 4205 | 9174 | 2486 | 818 | 1448 |
| Q43. Employment size of business in Australia (e) | | | | | | | | | |
| Less than 10 people | 24.0 | 25.7 | 24.6 | 19.4 | 24.3 | 25.5 | 23.9 | 17.5 | 21.1 |
| 10-19 people | 9.6 | 9.7 | 10.3 | 8.5 | 8.5 | 10.5 | 9.6 | 9.3 | 12.0 |
| 20-99 people | 14.6 | 14.7 | 16.5 | 12.4 | 15.0 | 14.7 | 15.4 | 14.9 | 17.4 |
| 100 or more people | 51.7 | 49.8 | 48.6 | 59.7 | 52.2 | 49.3 | 51.2 | 58.3 | 49.5 |
| Not Stated | 5.4 | 4.6 | 6.0 | 6.2 | 5.2 | 5.5 | 6.8 | 5.0 | 5.8 |
| Q41. Sector of business at 26 May 2000 | | | | | | | | | |
| Private | 79.1 | 81.7 | 81.7 | 73.4 | 75.1 | 79.1 | 76.1 | 62.7 | 73.0 |
| Public | 20.9 | 18.3 | 18.3 | 26.6 | 24.9 | 20.9 | 23.9 | 37.3 | 27.0 |
| Not Stated | 3.9 | 3.9 | 4.9 | 3.2 | 4.4 | 4.1 | 3.7 | 2.7 | 2.7 |
| Q47. Time to find job | | | | | | | | | |
| Already had a job | 72.5 | 73.1 | 69.0 | 76.8 | 76.8 | 65.4 | 71.6 | 75.4 | 70.1 |
| 1-3 months | 19.9 | 18.8 | 23.0 | 17.7 | 16.4 | 25.5 | 19.6 | 19.4 | 21.7 |
| 4-6 months | 4.8 | 5.0 | 5.5 | 3.9 | 3.2 | 5.5 | 5.3 | 3.0 | 6.3 |
| More than 6 months | 2.7 | 3.0 | 1.5 | 1.6 | 3.6 | 3.6 | 3.5 | 2.3 | 2.0 |
| Not Stated | 4.5 | 4.2 | 5.0 | 4.5 | 3.9 | 5.1 | 4.3 | 6.3 | 4.3 |
| Q49. Relevance of completed course to job at 26 May 2000 | | | | | | | | | |
| Highly relevant | 52.0 | 50.3 | 53.4 | 51.7 | 57.3 | 53.5 | 56.5 | 54.6 | 55.1 |
| Some relevance | 24.9 | 24.8 | 24.2 | 27.8 | 26.9 | 19.9 | 24.6 | 26.2 | 19.7 |
| Very little relevance | 8.5 | 9.0 | 7.9 | 9.0 | 6.0 | 7.6 | 6.4 | 6.7 | 7.6 |
| Not at all relevant | 14.7 | 15.8 | 14.5 | 11.5 | 9.8 | 19.0 | 12.5 | 12.4 | 17.6 |
| Not Stated | 3.0 | 2.7 | 3.4 | 3.0 | 3.2 | 3.4 | 2.7 | 2.8 | 2.4 |
| Q37. Same employer at 26 May 2000 as during course | | | | | | | | | |
| Yes | 59.9 | 60.5 | 56.8 | 64.5 | 62.1 | 53.1 | 60.1 | 58.4 | 54.5 |
| No | 40.1 | 39.5 | 43.2 | 35.5 | 37.8 | 46.9 | 39.9 | 41.6 | 45.5 |
| Not Stated | 1.2 | 1.1 | 1.3 | 1.2 | 1.7 | 1.2 | 1.7 | 1.1 | 0.6 |

Table 9: Graduates employed at 26 May 2000: Selected employment and course characteristics by qualification completed in 1999

Base: Graduates employed at 26 May 2000

| | | Qualification completed | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Dip | Assoc Dip | Adv Cert. Post Trade | Adv Cert. Other | Cert - Trade | Cert - Other | AQF - Adv Dip | AQF - Dip. | AQF - Cert. IV | AQF - Cert. III | AQF - Cert. II | AQF - Cert. I | Other (c) |
| Respondents | 30332 | 116 | 437 | 89 | 341 | 1640 | 1733 | 869 | 4121 | 5087 | 9339 | 5352 | 1602 | 4 |
| Weighted respondents | 98263 | 272 | 1785 | 164 | 1206 | 5626 | 5584 | 3055 | 11939 | 14567 | 27285 | 19998 | 6767 | 12 |
| Q40. Industry of employment at 26 May 2000 | | | | | | | | | | | | | | |
| Agriculture, forestry and fishing | 3.0 | 0.0 | 0.4 | 0.0 | 4.8 | 4.8 | 3.7 | 2.0 | 1.3 | 2.6 | 2.2 | 5.3 | 2.5 | 0.0 |
| Mining | 1.5 | 0.6 | 0.4 | 1.8 | 1.6 | 4.5 | 0.5 | 1.4 | 0.7 | 1.1 | 1.3 | 1.8 | 2.8 | 0.0 |
| Manufacturing | 11.7 | 5.3 | 10.2 | 50.4 | 10.4 | 33.5 | 14.4 | 11.1 | 8.0 | 8.3 | 10.4 | 10.2 | 16.5 | 0.0 |
| Electricity, gas and water supply | 0.8 | 1.0 | 1.0 | 0.0 | 1.6 | 1.1 | 1.0 | 1.4 | 0.8 | 1.1 | 0.7 | 0.8 | 0.3 | 0.0 |
| Construction | 8.6 | 2.3 | 12.1 | 5.1 | 7.4 | 18.6 | 8.3 | 3.6 | 3.8 | 7.3 | 10.5 | 7.2 | 10.4 | 22.8 |
| Wholesale trade | 1.5 | 0.0 | 3.7 | 1.2 | 1.2 | 0.7 | 2.8 | 2.5 | 1.3 | 1.3 | 1.7 | 1.5 | 1.7 | 0.0 |
| Retail trade | 15.1 | 11.3 | 8.5 | 5.6 | 7.1 | 18.1 | 16.5 | 15.1 | 13.3 | 11.1 | 18.2 | 14.2 | 17.7 | 0.0 |
| Accommodation, cafes and restaurants | 7.1 | 5.6 | 2.8 | 3.5 | 2.4 | 1.4 | 5.1 | 8.4 | 9.0 | 5.1 | 7.7 | 8.9 | 8.4 | 0.0 |
| Transport and storage | 3.4 | 0.0 | 2.9 | 1.4 | 4.1 | 5.4 | 2.2 | 3.8 | 2.8 | 3.1 | 2.9 | 3.1 | 7.8 | 0.0 |
| Communication services | 1.3 | 0.0 | 3.2 | 1.7 | 1.6 | 0.2 | 1.4 | 2.3 | 1.7 | 1.4 | 1.0 | 1.6 | 1.2 | 0.0 |
| Finance and insurance | 2.4 | 0.0 | 1.5 | 0.0 | 3.6 | # | 3.9 | 5.5 | 3.4 | 3.2 | 2.0 | 1.9 | 1.6 | 0.0 |
| Property and business services | 9.8 | 11.3 | 13.4 | 7.0 | 8.9 | 3.3 | 10.4 | 22.5 | 13.9 | 12.0 | 8.0 | 8.5 | 6.9 | 0.0 |
| Government administration and defence | 3.5 | 2.1 | 8.5 | 0.0 | 8.7 | 1.1 | 3.2 | 5.3 | 4.4 | 5.5 | 2.3 | 3.4 | 2.5 | 47.6 |
| Education | 6.7 | 3.3 | 5.4 | 1.2 | 4.2 | 0.6 | 4.8 | 3.5 | 6.2 | 11.9 | 5.5 | 7.7 | 6.1 | 18.1 |
| Health and community services | 16.0 | 53.0 | 25.6 | 19.5 | 26.1 | 0.5 | 16.7 | 5.3 | 20.0 | 18.6 | 17.8 | 15.2 | 8.3 | 0.0 |
| Cultural and recreational services | 2.8 | 0.0 | 2.5 | 0.0 | 4.5 | 2.3 | 2.2 | 4.1 | 4.5 | 2.7 | 2.0 | 2.7 | 3.1 | 11.5 |
| Personal and other services | 4.7 | 4.1 | 2.0 | 1.5 | 4.9 | 4.0 | 2.8 | 2.3 | 4.9 | 3.5 | 5.9 | 5.9 | 2.3 | 0.0 |
| Not Stated | 11.4 | 14.3 | 10.8 | 8.5 | 6.5 | 14.7 | 12.1 | 8.7 | 9.3 | 9.0 | 12.5 | 12.0 | 13.1 | 0.0 |

Table 9: Continued...

| | Total | Qualification completed | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Dip | Assoc Dip | Adv Cert. Post Trade | Adv. Cert. Other | Cert-Trade | Cert-Other | AQF-Adv. Dip. | AQF-Dip. | AQF-Cert. IV | AQF-Cert. III | AQF-Cert. II | AQF-Cert. I | Other (c) |
| Respondents | 30732 | 116 | 437 | 89 | 341 | 1640 | 1733 | 669 | 4121 | 5087 | 9339 | 5352 | 1602 | 4 |
| Weighted respondents | 98263 | 272 | 1785 | 104 | 1206 | 5626 | 5584 | 3055 | 11939 | 14567 | 27285 | 19998 | 6767 | 12 |
| Q39. Occupation at 26 May 2000 | | | | | | | | | | | | | | |
| Managers and administrators | 4.5 | 25.5 | 6.2 | 3.7 | 5.1 | 1.6 | 2.4 | 5.6 | 7.9 | 7.0 | 2.9 | 4.0 | 2.5 | 0.0 |
| Professionals | 12.8 | 17.0 | 17.4 | 10.3 | 18.0 | 2.7 | 7.4 | 20.3 | 19.2 | 23.8 | 8.4 | 9.7 | 10.7 | 20.4 |
| Technicians and associate professionals | 9.5 | 7.7 | 18.6 | 8.2 | 9.1 | 1.3 | 7.4 | 9.6 | 14.4 | 14.4 | 8.5 | 7.9 | 4.8 | 0.0 |
| Tradespersons and related workers | 22.3 | 1.7 | 12.7 | 40.3 | 23.1 | 73.0 | 18.5 | 8.8 | 7.8 | 11.7 | 30.3 | 17.4 | 26.3 | 25.8 |
| Advanced clerical and service workers | 4.3 | 0.8 | 3.8 | 0.0 | 4.3 | 0.2 | 8.9 | 10.4 | 4.6 | 5.1 | 3.8 | 4.0 | 2.2 | 0.0 |
| Intermediate clerical, sales and service workers | 24.2 | 34.6 | 23.8 | 22.9 | 24.5 | 2.0 | 29.7 | 26.0 | 28.1 | 21.4 | 26.8 | 26.3 | 19.4 | 53.8 |
| Intermediate production and transport workers | 4.5 | 0.0 | 4.6 | 5.7 | 5.2 | 7.9 | 4.7 | 1.9 | 2.5 | 3.0 | 2.9 | 6.8 | 8.9 | 0.0 |
| Elementary clerical, sales and service workers | 10.5 | 10.1 | 7.7 | 2.6 | 6.2 | 2.5 | 12.0 | 13.3 | 10.9 | 9.0 | 9.9 | 13.7 | 12.2 | 0.0 |
| Labourers and related workers | 7.3 | 2.6 | 5.2 | 6.3 | 4.6 | 8.8 | 9.1 | 4.1 | 4.5 | 4.7 | 6.5 | 10.3 | 13.0 | 0.0 |
| Not Stated | 9.1 | 9.8 | 8.2 | 7.5 | 5.4 | 12.4 | 9.6 | 6.8 | 7.3 | 7.1 | 9.9 | 9.7 | 11.0 | 11.5 |
| Q42. Employment size of workplace (e) | | | | | | | | | | | | | | |
| Less than 10 people | 31.1 | 48.3 | 34.0 | 23.8 | 32.9 | 36.9 | 37.4 | 25.4 | 27.4 | 26.1 | 34.2 | 31.1 | 27.4 | 88.5 |
| 10-19 people | 14.7 | 20.7 | 14.7 | 9.8 | 13.2 | 16.9 | 15.8 | 13.5 | 17.4 | 13.1 | 14.7 | 13.6 | 14.3 | 0.0 |
| 20-99 people | 25.2 | 12.6 | 23.1 | 16.2 | 23.3 | 23.0 | 23.5 | 27.6 | 24.0 | 25.0 | 26.3 | 26.4 | 23.6 | 0.0 |
| 100 or more people | 29.0 | 18.4 | 28.1 | 50.3 | 30.6 | 23.3 | 23.4 | 33.6 | 31.2 | 35.7 | 24.7 | 28.8 | 34.8 | 11.5 |
| Not Stated | 5.7 | 5.3 | 3.5 | 2.8 | 3.1 | 4.3 | 5.8 | 4.4 | 4.7 | 4.9 | 6.2 | 7.4 | 5.3 | 0.0 |
| Q43. Employment size of business in Australia (e) | | | | | | | | | | | | | | |
| Less than 10 people | 24.0 | 39.6 | 25.4 | 17.3 | 27.2 | 32.9 | 30.5 | 17.8 | 18.8 | 18.0 | 27.5 | 23.7 | 21.3 | 88.5 |
| 10-19 people | 9.5 | 13.7 | 10.5 | 6.3 | 7.7 | 14.1 | 10.9 | 9.7 | 11.5 | 7.8 | 9.8 | 8.9 | 6.9 | 0.0 |
| 20-99 people | 14.6 | 14.9 | 17.7 | 17.4 | 15.4 | 17.6 | 14.1 | 16.7 | 14.3 | 12.6 | 16.6 | 13.2 | 12.3 | 0.0 |
| 100 or more people | 51.7 | 31.8 | 46.4 | 59.0 | 49.7 | 35.4 | 44.5 | 55.7 | 55.4 | 61.6 | 46.1 | 54.3 | 59.5 | 11.5 |
| Not Stated | 5.4 | 5.3 | 3.2 | 2.8 | 2.1 | 4.0 | 5.4 | 3.9 | 4.3 | 4.4 | 5.8 | 7.1 | 5.3 | 0.0 |
| Q41. Sector of business at 26 May 2000 | | | | | | | | | | | | | | |
| Private | 79.1 | 77.7 | 77.8 | 95.1 | 71.9 | 93.5 | 83.1 | 85.2 | 76.7 | 69.5 | 82.1 | 77.5 | 79.6 | 52.4 |
| Public | 20.9 | 22.3 | 22.2 | 4.9 | 28.1 | 6.5 | 16.9 | 14.8 | 23.3 | 30.5 | 17.9 | 22.5 | 20.4 | 47.6 |
| Not Stated | 3.9 | 6.6 | 2.7 | 2.8 | 3.5 | 3.0 | 2.6 | 3.0 | 3.3 | 3.0 | 4.7 | 4.7 | 4.2 | 0.0 |
| Q36/38 Employment status at 26 May 2000 | | | | | | | | | | | | | | |
| Employee | 94.1 | 91.1 | 92.7 | 97.1 | 89.4 | 96.5 | 93.5 | 92.6 | 94.6 | 92.0 | 94.8 | 94.0 | 95.7 | 77.2 |
| Permanent | 67.2 | 60.1 | 70.1 | 80.8 | 63.7 | 87.7 | 64.2 | 63.2 | 61.4 | 66.7 | 69.5 | 64.3 | 65.0 | 11.5 |
| Casual | 25.9 | 29.7 | 21.3 | 16.3 | 25.4 | 8.3 | 28.1 | 28.5 | 32.3 | 24.5 | 24.3 | 28.4 | 30.0 | 65.7 |
| Employer | 1.5 | 3.0 | 2.7 | 0.0 | 2.9 | 0.9 | 1.5 | 2.7 | 1.3 | 2.1 | 1.2 | 1.6 | 0.9 | 22.8 |
| Self employed | 4.4 | 5.9 | 4.6 | 2.9 | 7.7 | 2.6 | 5.0 | 4.7 | 4.1 | 5.9 | 3.9 | 4.4 | 3.4 | 0.0 |
| Not Stated | 1.1 | 2.6 | 0.7 | 0.9 | 1.6 | 0.9 | 1.2 | 0.3 | 0.8 | 1.0 | 1.2 | 1.3 | 0.9 | 0.0 |

Table 9: Continued...

| | Total | Qualification completed | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Dip | Assoc Dip | Adv. Cert. Post Trade | Adv. Cert. Other | Cert-Trade | Cert-Other | AQF-Adv. Dip. | AQF-Dip. | AQF-Cert. IV | AQF-Cert. III | AQF-Cert. II | AQF-Cert. I | Other (c) |
| Respondents | 30732 | 116 | 437 | 89 | 341 | 1640 | 1733 | 869 | 4121 | 5087 | 9339 | 5352 | 1602 | 4 |
| Weighted respondents | 98263 | 272 | 1785 | 164 | 1206 | 5626 | 5584 | 3055 | 11939 | 14567 | 27285 | 19998 | 6767 | 12 |
| Q49. Relevance of course to job at 26 May 2000 | | | | | | | | | | | | | | |
| Highly relevant | 52.0 | 74.0 | 61.9 | 57.1 | 54.6 | 80.7 | 44.4 | 47.5 | 51.2 | 48.2 | 58.2 | 44.0 | 40.0 | 52.4 |
| Some relevance | 24.9 | 12.6 | 20.4 | 32.7 | 20.9 | 12.6 | 28.0 | 27.6 | 24.4 | 28.6 | 21.3 | 30.0 | 25.5 | 47.6 |
| Very little relevance | 8.5 | 2.0 | 5.6 | 3.0 | 8.1 | 2.8 | 10.5 | 9.3 | 8.7 | 8.4 | 7.2 | 9.7 | 13.2 | 0.0 |
| Not at all relevant | 14.7 | 11.3 | 12.1 | 7.2 | 16.3 | 3.9 | 17.1 | 15.6 | 15.7 | 14.8 | 13.2 | 16.2 | 21.2 | 0.0 |
| Not Stated | 3.0 | 3.5 | 1.6 | 0.9 | 1.1 | 2.6 | 3.3 | 2.8 | 1.9 | 2.1 | 3.2 | 4.2 | 2.8 | 0.0 |
| Q37. Same employer at 26 May 2000 as during course | | | | | | | | | | | | | | |
| Yes | 59.9 | 38.2 | 52.8 | 81.1 | 72.0 | 76.3 | 53.9 | 55.1 | 49.8 | 65.9 | 61.2 | 59.8 | 53.8 | 40.9 |
| No | 40.1 | 61.9 | 47.2 | 18.9 | 28.0 | 23.8 | 46.1 | 44.9 | 50.2 | 34.1 | 38.8 | 40.2 | 46.2 | 59.1 |
| Not Stated | 1.2 | 1.9 | 1.0 | 0.9 | 3.0 | 1.0 | 1.4 | 0.6 | 0.7 | 1.0 | 1.4 | 1.5 | 0.6 | 0.0 |
| Q11. Highest Pre-course educational qualifications since school (Summary) | | | | | | | | | | | | | | |
| Bachelor Degree or higher | 8.6 | 5.9 | 2.7 | 4.0 | 13.8 | 0.9 | 8.6 | 7.8 | 8.2 | 14.5 | 6.6 | 8.8 | 10.8 | 29.6 |
| Other post-school educational qualification | 52.5 | 61.8 | 52.1 | 62.4 | 59.5 | 38.0 | 56.8 | 53.0 | 53.4 | 60.5 | 49.6 | 53.6 | 47.6 | 47.6 |
| No post-school educational qualification (b) | 38.9 | 32.3 | 45.2 | 13.6 | 26.7 | 61.1 | 34.6 | 39.3 | 38.5 | 25.0 | 43.8 | 37.6 | 41.5 | 22.8 |
| Not Stated | 5.7 | 2.4 | 4.2 | 3.2 | 4.0 | 6.9 | 6.0 | 4.8 | 3.3 | 4.3 | 6.0 | 6.7 | 8.4 | 0.0 |
| Q48. First full-time job at 26 May 2000 | | | | | | | | | | | | | | |
| Yes | 26.0 | 26.9 | 25.5 | 21.0 | 18.4 | 53.3 | 22.0 | 27.7 | 24.4 | 13.5 | 30.0 | 22.5 | 30.8 | 40.9 |
| No | 74.0 | 73.1 | 74.5 | 79.0 | 81.6 | 46.7 | 78.0 | 72.3 | 75.6 | 86.5 | 70.0 | 77.5 | 69.2 | 59.1 |
| Not Stated | 3.1 | 3.5 | 1.7 | 0.9 | 1.1 | 2.0 | 3.8 | 2.9 | 2.6 | 2.8 | 3.1 | 3.9 | 4.0 | 0.0 |
| Field of Study | | | | | | | | | | | | | | |
| Land and Marine Resources, Animal Husbandry | 4.4 | 0.0 | 7.2 | 0.0 | 18.4 | 10.1 | 3.7 | 0.2 | 1.9 | 2.9 | 3.3 | 7.9 | 1.8 | 0.0 |
| Architecture, Building | 6.2 | 0.0 | 11.2 | 0.0 | 9.3 | 16.9 | 5.9 | 1.2 | 3.4 | 6.8 | 8.6 | 2.7 | 2.5 | 22.8 |
| Arts, Humanities and Social Sciences | 5.2 | 17.1 | 4.3 | 0.0 | 7.7 | 0.0 | 1.8 | 5.4 | 13.7 | 6.8 | 2.8 | 3.4 | 8.6 | 29.6 |
| Business, Administration, Economics | 21.7 | 4.4 | 16.9 | 0.0 | 18.5 | 0.0 | 50.7 | 59.5 | 28.7 | 33.3 | 14.7 | 18.1 | 3.4 | 0.0 |
| Education | 2.7 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 | 0.5 | 12.8 | 2.4 | # | 0.2 | 0.0 |
| Engineering, Surveying | 15.9 | 15.2 | 25.8 | 80.3 | 16.3 | 65.0 | 21.5 | 19.2 | 8.5 | 4.2 | 19.5 | 4.7 | 22.5 | 0.0 |
| Health, Community Services | 21.1 | 63.3 | 32.6 | 0.0 | 13.1 | 0.2 | 5.8 | 4.7 | 20.1 | 16.9 | 18.9 | 37.3 | 26.8 | 0.0 |
| Law, Legal Studies | 0.4 | 0.0 | 1.9 | 0.0 | 0.0 | 0.0 | 0.2 | 2.5 | 1.7 | 0.3 | 0.2 | # | 0.0 | 0.0 |
| Science | 5.3 | 0.0 | 0.2 | 0.0 | 1.5 | 0.0 | 0.0 | 1.4 | 10.7 | 8.6 | 7.8 | 2.3 | 0.1 | 0.0 |
| Veterinary Science, Animal Care | 0.6 | 0.0 | 0.0 | 19.7 | 14.8 | 3.0 | 3.0 | 0.0 | # | 0.1 | 0.3 | 0.5 | 0.0 | 0.0 |
| Services, Hospitality, Transportation | 13.1 | 0.0 | 0.0 | 0.0 | 0.1 | 7.8 | 4.3 | 5.9 | 10.5 | 6.3 | 19.1 | 16.8 | 19.1 | 0.0 |
| VET Multi-Field Education | 3.4 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 3.2 | 0.0 | 0.3 | 1.0 | 2.5 | 6.2 | 15.0 | 47.6 |

Table 10: Graduates unemployed at 26 May 2000: Selected graduate and course characteristics by whether looking for work in same field of study as course completed in 1999

**Base: Graduates unemployed at 26 May 2000**

| | | Looking in same field | | |
|---|---|---|---|---|
| | Total | Same field | Different field | No pref don't mind |
| Respondents | 4754 | 2594 | 670 | 1100 |
| Weighted respondents | 14419 | 7938 | 2106 | 3269 |
| Q3. Age at 26 May 2000 | | | | |
| 15-19 | 15.6 | 12.5 | 22.8 | 19.6 |
| 20-24 | 25.9 | 26.6 | 25.4 | 27.8 |
| 25-29 | 11.7 | 12.2 | 11.6 | 10.6 |
| 30-34 | 9.7 | 10.9 | 7.9 | 8.3 |
| 35-39 | 11.3 | 11.8 | 9.4 | 10.4 |
| 40-44 | 11.4 | 12.5 | 10.5 | 8.7 |
| 45-49 | 7.0 | 6.9 | 6.1 | 6.3 |
| 50-54 | 4.2 | 3.8 | 4.1 | 4.8 |
| 55+ | 3.0 | 2.8 | 2.1 | 3.4 |
| Not Stated | 0.5 | 0.4 | 0.4 | 0.5 |
| Q2. Sex | | | | |
| Male | 41.2 | 42.2 | 42.1 | 38.7 |
| Female | 58.8 | 57.8 | 57.9 | 61.3 |
| Q1. Aboriginal or Torres Strait Islander | | | | |
| Yes | 3.2 | 2.7 | 4.0 | 3.5 |
| No | 96.8 | 97.3 | 96.0 | 96.5 |
| Not Stated | 1.7 | 1.5 | 1.9 | 1.8 |
| Q5/6 Non-English speaking background | | | | |
| Yes | 43.6 | 45.2 | 43.7 | 39.1 |
| No | 56.4 | 54.8 | 56.3 | 60.9 |
| Not Stated | 1.1 | 1.2 | 1.3 | 0.7 |
| Q7/8 Disability (more than one response possible) | | | | |
| Any (a) | 8.8 | 9.1 | 9.3 | 7.0 |
| Visual (not corrected by glasses) | 0.5 | 0.5 | 0.3 | 0.5 |
| Hearing (not corrected by hearing aid) | 0.8 | 0.9 | 0.3 | 1.1 |
| Physical | 2.5 | 3.1 | 1.8 | 1.6 |
| Intellectual | 1.0 | 0.7 | 1.0 | 1.1 |
| Chronic illness | 1.0 | 0.8 | 2.8 | 0.4 |
| Other | 1.8 | 1.9 | 1.9 | 1.5 |
| None | 91.2 | 90.9 | 90.7 | 93.0 |
| Not Stated | 2.2 | 1.8 | 3.5 | 1.5 |
| Area of usual residence | | | | |
| Capital City | 60.1 | 61.2 | 64.4 | 55.1 |
| Other | 39.9 | 38.8 | 35.6 | 44.9 |
| Not Stated | # | 0.0 | 0.0 | # |

Table 10: Continued...

| | | Looking in same field | | |
|---|---|---|---|---|
| | Total | Same field | Different field | No pref don't mind |
| Respondents | 4754 | 2594 | 670 | 1100 |
| Weighted respondents | 14419 | 7938 | 2106 | 3269 |
| State | | | | |
| NSW | 49.3 | 50.0 | 49.2 | 46.9 |
| Victoria | 18.8 | 19.4 | 16.0 | 19.2 |
| Queensland | 14.9 | 13.7 | 17.5 | 16.3 |
| South Australia | 3.1 | 2.9 | 3.8 | 3.2 |
| Western Australia | 9.9 | 9.6 | 10.7 | 10.9 |
| Tasmania | 2.4 | 2.9 | 0.7 | 2.4 |
| Northern Territory | 0.6 | 0.6 | 0.7 | 0.3 |
| Australian Capital Territory | 1.0 | 1.0 | 1.3 | 0.8 |
| Level of qualification completed | | | | |
| Diploma | 0.1 | 0.1 | 0.1 | 0.3 |
| Associate Diploma | 1.2 | 1.9 | 0.1 | 0.4 |
| Advanced Certificate - Post Trade | 0.1 | 0.1 | 0.0 | 0.1 |
| Advanced Certificate - Other | 0.5 | 0.8 | 0.4 | 0.2 |
| Certificate - Trade | 1.1 | 0.9 | 0.6 | 1.7 |
| Certificate - Other | 7.2 | 7.9 | 4.0 | 7.3 |
| AQF- Advanced Diploma | 3.2 | 4.7 | 1.1 | 1.8 |
| AQF- Diploma | 11.6 | 14.5 | 7.6 | 8.4 |
| AQF- Certificate IV | 13.0 | 13.5 | 11.0 | 14.0 |
| AQF- Certificate III | 25.2 | 26.5 | 24.8 | 23.2 |
| AQF- Certificate II | 26.3 | 21.2 | 35.5 | 30.8 |
| AQF- Certificate I | 10.5 | 8.0 | 14.9 | 11.7 |
| Other (c) | 0.0 | 0.0 | 0.0 | 0.0 |
| Field of Study | | | | |
| Land and Marine Resources, Animal Husbandry | 3.0 | 2.9 | 2.2 | 3.5 |
| Architecture, Building | 3.1 | 3.6 | 3.4 | 2.1 |
| Arts, Humanities and Social Sciences | 9.3 | 8.5 | 12.1 | 9.9 |
| Business, Administration, Economics | 23.5 | 27.5 | 12.9 | 20.3 |
| Education | 1.3 | 1.3 | 1.1 | 1.6 |
| Engineering, Surveying | 7.2 | 8.8 | 6.2 | 5.0 |
| Health, Community Services | 12.0 | 12.5 | 11.0 | 12.1 |
| Law, Legal Studies | 0.5 | 0.5 | 0.7 | 0.4 |
| Science | 9.3 | 11.6 | 3.7 | 8.3 |
| Veterinary Science, Animal Care | 0.4 | 0.6 | 0.1 | 0.2 |
| Services, Hospitality, Transportation | 13.3 | 13.5 | 13.1 | 11.9 |
| VET Multi-Field Education | 17.2 | 8.8 | 33.4 | 24.7 |
| Q52. Enrolled in further study | | | | |
| Yes | 47.6 | 47.1 | 54.7 | 46.5 |
| No | 52.4 | 52.9 | 45.3 | 53.5 |
| Not Stated | 1.0 | 1.2 | 0.5 | 0.4 |

Table 11: Graduates not employed before course and employed at 26 May 2000: Selected employment and course characteristics by labour force status at 26 May 2000

Base: Graduates not employed before course and employed at 26 May 2000

| | | Labour force status at 26 May 2000 | | |
|---|---|---|---|---|
| | | Employed | | |
| | Total | Full- time | Part- time | Total |
| Respondents | 6287 | 3190 | 2823 | 6287 |
| Weighted respondents | 19149 | 10281 | 8054 | 19149 |
| Q36/38 Status in employment at 26 May 2000 | | | | |
| Employee | 95.8 | 96.4 | 95.4 | 95.8 |
| Permanent | 53.0 | 77.6 | 23.7 | 53.0 |
| Casual | 41.3 | 18.0 | 71.0 | 41.3 |
| Employer | 0.7 | 0.8 | 0.5 | 0.7 |
| Self employed | 3.5 | 2.7 | 4.2 | 3.5 |
| Not Stated | 1.0 | 0.1 | 0.3 | 1.0 |
| Field of Study | | | | |
| Land and Marine Resources, Animal Husbandry | 3.7 | 3.9 | 3.2 | 3.7 |
| Architecture, Building | 7.7 | 12.7 | 1.6 | 7.7 |
| Arts, Humanities and Social Sciences | 5.5 | 3.5 | 8.2 | 5.5 |
| Business, Administration, Economics | 20.5 | 18.6 | 22.9 | 20.5 |
| Education | 1.5 | 0.5 | 2.6 | 1.5 |
| Engineering, Surveying | 17.4 | 28.6 | 3.5 | 17.4 |
| Health, Community Services | 16.6 | 9.2 | 25.5 | 16.6 |
| Law, Legal Studies | 0.5 | 0.6 | 0.4 | 0.5 |
| Science | 5.8 | 4.7 | 7.4 | 5.8 |
| Veterinary Science, Animal Care | 0.5 | 0.4 | 0.6 | 0.5 |
| Services, Hospitality, Transportation | 13.9 | 12.6 | 15.8 | 13.9 |
| VET Multi-Field Education | 6.6 | 4.8 | 8.3 | 6.6 |
| Q39. Occupation at 26 May 2000 | | | | |
| Managers and administrators | 2.7 | 3.3 | 2.0 | 2.7 |
| Professionals | 10.9 | 9.5 | 12.3 | 10.9 |
| Technicians and associate professionals | 6.7 | 8.2 | 4.7 | 6.7 |
| Tradespersons and related workers | 22.7 | 36.5 | 5.7 | 22.7 |
| Advanced clerical and service workers | 4.4 | 3.7 | 5.0 | 4.4 |
| Intermediate clerical, sales and service workers | 28.2 | 19.9 | 39.0 | 28.2 |
| Intermediate production and transport workers | 3.3 | 3.9 | 2.7 | 3.3 |
| Elementary clerical, sales and service workers | 12.8 | 7.7 | 19.2 | 12.8 |
| Labourers and related workers | 8.3 | 7.4 | 9.4 | 8.3 |
| Not Stated | 23.6 | 22.1 | 20.5 | 23.6 |

Table 11: Continued...

| | | Labour force status at 26 May 2000 | | |
|---|---|---|---|---|
| | | Employed | | |
| | Total | Full- time | Part- time | Total |
| Responents | 6287 | 3190 | 2823 | 6287 |
| Weighted responents | 19149 | 10281 | 8054 | 19149 |
| Q40. Industry of employment at 26 May 2000 | | | | |
| Agriculture, forestry and fishing | 2.6 | 3.7 | 1.3 | 2.6 |
| Mining | 1.0 | 1.8 | 0.0 | 1.0 |
| Manufacturing | 10.3 | 15.2 | 4.1 | 10.3 |
| Electricity, gas and water supply | 0.6 | 0.9 | 0.2 | 0.6 |
| Construction | 9.1 | 15.0 | 1.9 | 9.1 |
| Wholesale trade | 1.6 | 1.6 | 1.5 | 1.6 |
| Retail trade | 17.0 | 15.6 | 18.8 | 17.0 |
| Accommodation, cafes and restaurants | 9.0 | 5.6 | 13.5 | 9.0 |
| Transport and storage | 2.9 | 3.6 | 2.0 | 2.9 |
| Communication services | 1.6 | 2.1 | 1.0 | 1.6 |
| Finance and insurance | 2.2 | 2.5 | 1.8 | 2.2 |
| Property and business services | 10.8 | 12.3 | 9.0 | 10.8 |
| Government administration and defence | 1.8 | 2.1 | 1.4 | 1.8 |
| Education | 5.5 | 2.6 | 9.2 | 5.5 |
| Health and community services | 16.8 | 9.5 | 25.4 | 16.8 |
| Cultural and recreational services | 3.3 | 1.9 | 5.1 | 3.3 |
| Personal and other services | 3.8 | 3.9 | 3.7 | 3.8 |
| Not Stated | 25.5 | 23.8 | 22.6 | 25.5 |

Table 12: Male graduates not employed before course and employed at 26 May 2000: Selected employment and course characteristics by labour force status at 26 May 2000

Base: Male graduates not employed before course and employed at 26 May 2000

| | | Labour force status at 26 May 2000 | | |
|---|---|---|---|---|
| | | Employed | | |
| | Total | Full- time | Part- time | Total |
| Respondents | 2699 | 1941 | 651 | 2699 |
| Weighted respondents | 8965 | 6556 | 2089 | 8965 |
| Q36/38 Status in employment at 26 May 2000 | | | | |
| Employee | 95.7 | 96.4 | 93.8 | 95.7 |
| Permanent | 65.1 | 81.2 | 17.4 | 65.1 |
| Casual | 29.3 | 14.3 | 75.9 | 29.3 |
| Employer | 0.7 | 0.8 | 0.3 | 0.7 |
| Self employed | 3.6 | 2.8 | 5.9 | 3.6 |
| Not Stated | 0.9 | 0.1 | 0.2 | 0.9 |
| Field of Study | | | | |
| Land and Marine Resources, Animal Husbandry | 4.9 | 4.7 | 4.7 | 4.9 |
| Architecture, Building | 15.4 | 19.2 | 3.8 | 15.4 |
| Arts, Humanities and Social Sciences | 4.2 | 2.5 | 9.9 | 4.2 |
| Business, Administration, Economics | 10.4 | 7.6 | 18.5 | 10.4 |
| Education | 0.4 | 0.2 | 0.9 | 0.4 |
| Engineering, Surveying | 35.3 | 43.2 | 10.9 | 35.3 |
| Health, Community Services | 6.6 | 5.2 | 10.7 | 6.6 |
| Law, Legal Studies | 0.4 | 0.2 | 0.8 | 0.4 |
| Science | 7.2 | 5.0 | 14.9 | 7.2 |
| Veterinary Science, Animal Care | 0.2 | 0.2 | 0.2 | 0.2 |
| Services, Hospitality, Transportation | 11.0 | 8.7 | 18.4 | 11.0 |
| VET Multi-Field Education | 4.0 | 3.3 | 6.4 | 4.0 |
| Q39. Occupation at 26 May 2000 | | | | |
| Managers and administrators | 3.0 | 3.6 | 1.2 | 3.0 |
| Professionals | 10.4 | 9.1 | 13.9 | 10.4 |
| Technicians and associate professionals | 8.0 | 8.5 | 6.2 | 8.0 |
| Tradespersons and related workers | 42.3 | 52.7 | 11.0 | 42.3 |
| Advanced clerical and service workers | 0.9 | 0.8 | 1.3 | 0.9 |
| Intermediate clerical, sales and service workers | 9.3 | 5.1 | 22.0 | 9.3 |
| Intermediate production and transport workers | 6.1 | 5.9 | 6.9 | 6.1 |
| Elementary clerical, sales and service workers | 9.1 | 5.2 | 21.0 | 9.1 |
| Labourers and related workers | 10.9 | 9.2 | 16.6 | 10.9 |
| Not Stated | 25.1 | 24.1 | 20.5 | 25.1 |

Table 12: Continued...

| | | Labour force status at 26 May 2000 | | |
|---|---|---|---|---|
| | | Employed | | |
| | Total | Full- time | Part- time | Total |
| Respondents | 2699 | 1941 | 651 | 2699 |
| Weighted respondents | 8965 | 6556 | 2099 | 8965 |
| Q40. Industry of employment at 26 May 2000 | | | | |
| Agriculture, forestry and fishing | 3.8 | 4.8 | 1.3 | 3.8 |
| Mining | 1.9 | 2.5 | 0.0 | 1.9 |
| Manufacturing | 16.4 | 19.8 | 6.2 | 16.4 |
| Electricity, gas and water supply | 1.1 | 1.4 | 0.2 | 1.1 |
| Construction | 18.0 | 22.9 | 3.6 | 18.0 |
| Wholesale trade | 1.5 | 1.5 | 1.5 | 1.5 |
| Retail trade | 19.2 | 18.8 | 19.8 | 19.2 |
| Accommodation, cafes and restaurants | 8.4 | 4.6 | 20.0 | 8.4 |
| Transport and storage | 3.2 | 2.7 | 4.5 | 3.2 |
| Communication services | 1.8 | 2.2 | 0.7 | 1.8 |
| Finance and insurance | 0.7 | 0.2 | 2.0 | 0.7 |
| Property and business services | 10.6 | 9.8 | 13.2 | 10.6 |
| Government administration and defence | 1.8 | 1.9 | 1.4 | 1.8 |
| Education | 2.6 | 1.4 | 6.2 | 2.6 |
| Health and community services | 4.6 | 3.2 | 9.0 | 4.6 |
| Cultural and recreational services | 2.7 | 1.4 | 7.0 | 2.7 |
| Personal and other services | 1.7 | 1.0 | 3.5 | 1.7 |
| Not Stated | 27.3 | 26.3 | 22.9 | 27.3 |

Table 13: Female graduates not employed before course and employed at 26 May 2000: Selected employment and course characteristics by labour force status at 26 May 2000

Base: Graduates not employed before course and employed at 26 May 2000

| | | Labour force status at 26 May 2000 | | |
|---|---|---|---|---|
| | | Employed | | |
| | Total graduates | Full- time | Part- time | Total |
| Respondents | 3588 | 1249 | 2172 | 3588 |
| Weighted respondents | 10184 | 3725 | 5964 | 10184 |
| Q36/38 Employment status at 26 May 2000 | | | | |
| Employee | 95.8 | 96.4 | 95.9 | 95.8 |
| Permanent | 42.2 | 71.3 | 25.9 | 42.2 |
| Casual | 51.9 | 24.4 | 69.3 | 51.9 |
| Employer | 0.8 | 0.9 | 0.6 | 0.8 |
| Self employed | 3.4 | 2.7 | 3.5 | 3.4 |
| Not Stated | 1.1 | 0.1 | 0.4 | 1.1 |
| Field of Study | | | | |
| Land and Marine Resources, Animal Husbandry | 2.6 | 2.5 | 2.7 | 2.6 |
| Architecture, Building | 0.9 | 1.1 | 0.8 | 0.9 |
| Arts, Humanities and Social Sciences | 6.6 | 5.2 | 7.6 | 6.6 |
| Business, Administration, Economics | 29.4 | 38.0 | 24.4 | 29.4 |
| Education | 2.5 | 1.0 | 3.2 | 2.5 |
| Engineering, Surveying | 1.6 | 2.8 | 0.9 | 1.6 |
| Health, Community Services | 25.4 | 16.2 | 30.7 | 25.4 |
| Law, Legal Studies | 0.6 | 1.1 | 0.3 | 0.6 |
| Science | 4.5 | 4.3 | 4.7 | 4.5 |
| Veterinary Science, Animal Care | 0.7 | 0.7 | 0.7 | 0.7 |
| Services, Hospitality, Transportation | 16.4 | 19.5 | 14.9 | 16.4 |
| VET Multi-Field Education | 8.8 | 7.5 | 8.9 | 8.8 |
| Q39. Occupation at 26 May 2000 | | | | |
| Managers and administrators | 2.5 | 2.9 | 2.3 | 2.5 |
| Professionals | 11.3 | 10.1 | 11.8 | 11.3 |
| Technicians and associate professionals | 5.5 | 7.7 | 4.2 | 5.5 |
| Tradespersons and related workers | 6.1 | 10.0 | 3.8 | 6.1 |
| Advanced clerical and service workers | 7.4 | 8.4 | 6.3 | 7.4 |
| Intermediate clerical, sales and service workers | 44.2 | 44.0 | 44.9 | 44.2 |
| Intermediate production and transport workers | 1.0 | 0.6 | 1.2 | 1.0 |
| Elementary clerical, sales and service workers | 15.9 | 12.0 | 18.6 | 15.9 |
| Labourers and related workers | 6.0 | 4.4 | 6.9 | 6.0 |
| Not Stated | 22.3 | 18.6 | 20.5 | 22.3 |

Table 13: Continued...

| | | Labour force status at 26 May 2000 | | |
|---|---|---|---|---|
| | | Employed | | |
| | Total graduates | Full- time | Part- time | Total |
| Respondents | 3588 | 1249 | 2172 | 3588 |
| Weighted respondents | 10184 | 3725 | 5964 | 10184 |
| Q40. Industry of employment at 26 May 2000 | | | | |
| Agriculture, forestry and fishing | 1.6 | 2.1 | 1.4 | 1.6 |
| Mining | 0.3 | 0.7 | 0.0 | 0.3 |
| Manufacturing | 5.2 | 7.9 | 3.4 | 5.2 |
| Electricity, gas and water supply | 0.2 | 0.2 | 0.1 | 0.2 |
| Construction | 1.7 | 2.3 | 1.3 | 1.7 |
| Wholesale trade | 1.6 | 1.8 | 1.5 | 1.6 |
| Retail trade | 15.2 | 10.5 | 18.5 | 15.2 |
| Accommodation, cafes and restaurants | 9.5 | 7.3 | 11.2 | 9.5 |
| Transport and storage | 2.6 | 4.9 | 1.1 | 2.6 |
| Communication services | 1.4 | 1.8 | 1.1 | 1.4 |
| Finance and insurance | 3.4 | 6.2 | 1.7 | 3.4 |
| Property and business services | 11.1 | 16.2 | 7.5 | 11.1 |
| Government administration and defence | 1.9 | 2.3 | 1.4 | 1.9 |
| Education | 8.0 | 4.6 | 10.2 | 8.0 |
| Health and community services | 27.0 | 19.7 | 31.2 | 27.0 |
| Cultural and recreational services | 3.8 | 2.9 | 4.5 | 3.8 |
| Personal and other services | 5.6 | 8.4 | 3.7 | 5.6 |
| Not Stated | 23.9 | 19.4 | 22.5 | 23.9 |

Table 14: All graduates: Selected graduate and course characteristics by whether received RPL towards course completed in 1999

Base: All graduates

| | | Whether received RPL towards course completed in 1999 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Received RPL | | | | | | | |
| | Total graduates | Any recognition | Study at TAFE | Study at TAFE division of a university | Study at Registered Private Provider or ACE | Study at university | Assessed skills & experience | Study elsewhere | No recognition |
| Respondents | 41660 | 13885 | 7315 | 424 | 761 | 1350 | 5285 | 2246 | 23111 |
| Weighted respondents | 131518 | 41611 | 23258 | 1158 | 2258 | 3935 | 13890 | 6545 | 75504 |
| Q3. Age at 26 May 2000 | | | | | | | | | |
| 15-19 | 14.9 | 10.7 | 10.7 | 6.5 | 8.7 | 2.5 | 6.8 | 17.2 | 17.4 |
| 20-24 | 27.5 | 26.8 | 28.8 | 24.7 | 18.2 | 23.8 | 16.5 | 31.2 | 28.7 |
| 25-29 | 12.1 | 13.3 | 14.3 | 14.4 | 12.9 | 17.0 | 12.1 | 9.8 | 12.0 |
| 30-34 | 9.3 | 10.5 | 10.2 | 11.9 | 11.6 | 13.1 | 12.2 | 7.9 | 8.5 |
| 35-39 | 11.0 | 12.0 | 11.6 | 12.3 | 11.6 | 11.9 | 16.0 | 10.3 | 10.5 |
| 40-44 | 10.3 | 11.3 | 10.6 | 12.1 | 13.5 | 12.4 | 15.3 | 9.3 | 9.6 |
| 45-49 | 7.3 | 8.2 | 7.8 | 9.8 | 9.7 | 9.3 | 11.2 | 7.4 | 6.4 |
| 50-54 | 4.5 | 4.5 | 3.7 | 5.4 | 8.6 | 5.8 | 6.3 | 4.3 | 4.3 |
| 55+ | 3.0 | 2.7 | 2.3 | 2.9 | 5.2 | 4.3 | 3.6 | 2.5 | 2.7 |
| Not Stated | 0.7 | 0.9 | 0.5 | 1.0 | 2.0 | 0.9 | 1.3 | 0.9 | 0.6 |
| Q2. Sex | | | | | | | | | |
| Male | 46.9 | 46.7 | 47.1 | 44.4 | 45.2 | 47.5 | 46.0 | 49.0 | 46.9 |
| Female | 53.1 | 53.3 | 52.9 | 55.6 | 54.8 | 52.5 | 54.0 | 51.0 | 53.1 |
| Not Stated | # | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | # |
| Q1. Aboriginal or Torres Strait Islander | | | | | | | | | |
| Yes | 2.0 | 1.7 | 2.0 | 1.6 | 1.1 | 0.7 | 1.7 | 0.9 | 1.8 |
| No | 98.0 | 98.3 | 98.0 | 98.4 | 98.9 | 99.3 | 98.3 | 99.1 | 98.2 |
| Not Stated | 2.4 | 0.9 | 0.7 | 2.3 | 2.1 | 0.8 | 1.1 | 0.8 | 0.6 |
| Q5/6 Non-English speaking background | | | | | | | | | |
| Yes | 31.3 | 32.1 | 32.9 | 41.8 | 22.4 | 44.6 | 26.6 | 32.4 | 29.0 |
| No | 68.7 | 67.9 | 67.1 | 58.2 | 77.6 | 55.4 | 73.4 | 67.6 | 71.0 |
| Not Stated | 2.1 | 0.8 | 0.8 | 1.0 | 0.5 | 0.7 | 0.7 | 0.4 | 0.6 |
| Q7/8 Disability (more than one response possible) | | | | | | | | | |
| Any (a) | 5.0 | 4.8 | 5.6 | 4.1 | 3.9 | 4.8 | 3.9 | 4.0 | 4.0 |
| Visual (not corrected by glasses) | 0.3 | 0.3 | 0.4 | 0.4 | 0.2 | 0.7 | 0.4 | 0.2 | 0.3 |
| Hearing (not corrected by hearing aid) | 0.5 | 0.5 | 0.6 | 0.3 | 0.3 | 0.5 | 0.4 | 0.4 | 0.5 |
| Physical | 1.4 | 1.7 | 2.0 | 1.2 | 1.4 | 1.7 | 1.5 | 1.5 | 1.4 |
| Intellectual | 0.4 | 0.3 | 0.4 | 0.5 | 0.3 | 0.1 | 0.2 | 0.1 | 0.4 |
| Chronic illness | 0.6 | 0.6 | 0.6 | 0.8 | 0.8 | 0.9 | 0.5 | 0.4 | 0.7 |
| Other | 0.9 | 1.1 | 1.2 | 1.2 | 1.5 | 1.2 | 0.9 | 1.1 | 0.8 |
| None | 95.0 | 95.2 | 94.4 | 95.9 | 96.1 | 95.2 | 96.1 | 96.0 | 96.0 |
| Not Stated | 3.1 | 1.5 | 1.5 | 2.1 | 2.1 | 1.5 | 1.4 | 1.0 | 1.1 |

Table 14: Continued...

| | | Whether received RPL towards course completed in 1999 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Received RPL | | | | | | | |
| | Total graduates | Any recognition | Study at TAFE | Study at TAFE division of a university | Study at Registered Private Provider or ACE | Study at university | Assessed skills & experience | Study elsewhere | No recognition |
| Respondents | 41660 | 13885 | 7315 | 424 | 761 | 1350 | 5285 | 2246 | 23111 |
| Weighted respondents | 131518 | 41611 | 23258 | 1158 | 2258 | 3935 | 13890 | 6546 | 75504 |
| **Q11. Highest Pre-course educational qualifications since school (Summary)** | | | | | | | | | |
| Bachelor Degree or higher | 8.8 | 10.7 | 6.2 | 14.8 | 8.5 | 54.4 | 12.6 | 9.0 | 7.9 |
| Other post-school educational qualification | 52.2 | 62.4 | 73.0 | 68.3 | 70.7 | 28.0 | 57.9 | 52.4 | 46.1 |
| No post-school educational qualification (b) | 39.0 | 26.9 | 20.8 | 16.9 | 20.8 | 17.6 | 29.4 | 38.6 | 45.9 |
| Not Stated | 7.1 | 2.9 | 2.6 | 2.2 | 4.3 | 1.6 | 3.0 | 2.9 | 3.3 |
| **Field of Study** | | | | | | | | | |
| Land and Marine Resources, Animal Husbandry | 4.1 | 5.0 | 4.3 | 4.6 | 6.2 | 6.4 | 6.7 | 4.5 | 3.6 |
| Architecture, building | 5.3 | 4.3 | 4.8 | 4.2 | 2.0 | 4.3 | 3.8 | 2.9 | 5.7 |
| Arts, humanities and social sciences | 6.5 | 5.8 | 5.1 | 8.1 | 3.9 | 8.9 | 6.1 | 5.6 | 7.0 |
| Business, Administration, Economics | 21.6 | 22.6 | 24.0 | 29.8 | 19.2 | 23.8 | 20.6 | 19.4 | 22.5 |
| Education | 2.4 | 3.2 | 2.1 | 6.0 | 4.2 | 9.7 | 5.8 | 3.2 | 2.1 |
| Engineering, Surveying | 13.6 | 14.9 | 17.1 | 11.3 | 10.8 | 10.9 | 12.0 | 14.9 | 12.8 |
| Health, Community Services | 19.5 | 16.1 | 14.4 | 12.5 | 30.1 | 11.1 | 17.5 | 17.4 | 20.6 |
| Law, Legal Studies | 0.4 | 0.5 | 0.4 | 0.9 | 0.2 | 0.6 | 0.7 | 0.5 | 0.4 |
| Science | 6.1 | 8.5 | 9.5 | 2.5 | 4.2 | 11.7 | 7.8 | 6.7 | 5.3 |
| Veterinary Science, Animal Care | 0.5 | 0.7 | 0.6 | 0.3 | 0.8 | 0.3 | 1.0 | 0.9 | 0.4 |
| Services, hospitality, transportation | 12.6 | 13.4 | 12.1 | 11.2 | 13.5 | 7.6 | 14.5 | 20.2 | 11.9 |
| VET multifield education | 7.3 | 5.1 | 5.8 | 8.5 | 4.8 | 4.6 | 3.7 | 4.0 | 7.6 |

Table 15: All graduates: Selected graduate and employment characteristics by hours attended classes for course completed in 1999

**Base: All graduates**

| | | Hours attended classes for 1999 | | | | | |
|---|---|---|---|---|---|---|---|
| | Total | 1-10 hours | 11-15 hours | 16-20 hours | More than 20 hours | Block/day release | External study |
| Respondents | 41660 | 14422 | 3268 | 6245 | 9609 | 3630 | 3256 |
| Weighted respondents | 131518 | 49265 | 10177 | 19289 | 28135 | 11832 | 8879 |
| Q29. Sources of income (f) | | | | | | | |
| Austudy | 15.2 | 4.4 | 17.1 | 29.3 | 33.5 | 2.1 | 2.9 |
| Abstudy | 0.9 | 0.3 | 1.0 | 2.0 | 1.5 | 0.5 | 0.3 |
| Government pensions or benefits (eg Newstart, Disability pension) | 14.1 | 9.6 | 20.3 | 23.8 | 21.1 | 1.8 | 5.2 |
| Apprenticeship | 11.0 | 12.8 | 1.4 | 0.7 | 2.5 | 57.6 | 1.4 |
| Traineeship | 3.2 | 3.8 | 2.2 | 0.6 | 1.0 | 6.1 | 10.2 |
| Scholarship/Cadetship | 0.2 | 0.1 | 0.2 | 0.1 | 0.3 | 0.2 | 0.1 |
| Paid work | 47.9 | 61.9 | 47.1 | 33.1 | 30.8 | 32.9 | 75.2 |
| Own business | 3.5 | 4.8 | 4.8 | 3.1 | 1.6 | 1.4 | 4.8 |
| Parents or spouse/partner | 16.7 | 11.3 | 22.6 | 26.8 | 25.0 | 4.9 | 7.8 |
| Other | 4.5 | 3.5 | 5.7 | 5.5 | 6.2 | 2.9 | 3.4 |
| Not Stated | 10.2 | 8.1 | 9.5 | 8.5 | 8.8 | 10.2 | 8.5 |
| Q30. Main reason for undertaking course | | | | | | | |
| To get a job (or own business) | 23.3 | 12.5 | 27.5 | 36.4 | 41.7 | 12.0 | 7.9 |
| To try for a different career | 12.2 | 10.3 | 15.5 | 15.4 | 16.9 | 4.4 | 9.0 |
| To get a better job or promotion | 10.4 | 13.9 | 11.8 | 7.6 | 8.0 | 5.1 | 10.8 |
| It was a requirement of my job | 16.7 | 19.2 | 6.3 | 3.0 | 4.7 | 55.4 | 27.8 |
| I wanted extra skills for my job | 14.3 | 22.3 | 10.6 | 5.6 | 5.2 | 10.8 | 25.5 |
| To get into another course of study | 6.1 | 3.2 | 9.7 | 13.9 | 8.3 | 0.8 | 1.7 |
| For interest or personal reasons | 13.5 | 15.0 | 15.2 | 14.2 | 12.2 | 8.2 | 12.2 |
| Other reasons | 3.6 | 3.5 | 3.5 | 3.9 | 3.0 | 3.1 | 5.1 |
| Not Stated | 2.2 | 0.8 | 0.8 | 0.8 | 0.7 | 0.7 | 0.8 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | |
| Employed | 76.0 | 84.3 | 68.5 | 59.5 | 64.5 | 93.3 | 88.5 |
| Unemployed or not in labour force | 24.0 | 15.7 | 31.5 | 40.5 | 35.5 | 6.7 | 11.5 |
| Not Stated | 1.7 | 0.6 | 0.4 | 0.6 | 0.5 | 0.5 | 0.4 |

Table 16. All graduates: Selected graduate, course and employment characteristics by main reason for doing course completed in 1999

Base: All graduates

| | | Main reason for doing course completed in 1999 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | To get a job (or own business) | To try for a different career | To get a better job or promotion | It was a requirement of my job | To get extra skills for my job | To get into another course of study | For interest or personal development | Other reasons | Total vocational reasons | Total non vocational reasons |
| Respondents | 41660 | 10017 | 5293 | 4098 | 5945 | 5929 | 2400 | 5614 | 1432 | 31282 | 9446 |
| Weighted respondents | 131518 | 29963 | 15711 | 13329 | 21495 | 18380 | 7905 | 17326 | 4577 | 98878 | 29808 |
| **Q31. Achieved main reason** | | | | | | | | | | | |
| Yes | 65.5 | 51.4 | 49.3 | 50.9 | 88.4 | 76.3 | 73.1 | 73.9 | 59.8 | 63.7 | 71.6 |
| No | 7.9 | 13.7 | 11.5 | 9.5 | 4.1 | 3.6 | 5.3 | 3.6 | 8.1 | 8.8 | 4.7 |
| Partly | 14.8 | 15.4 | 18.6 | 20.9 | 5.7 | 15.2 | 13.3 | 15.9 | 20.1 | 14.5 | 15.9 |
| Don't know yet | 11.8 | 19.6 | 20.7 | 18.7 | 1.8 | 4.9 | 8.3 | 6.5 | 11.9 | 13.1 | 7.8 |
| Not Stated | 2.9 | 1.2 | 1.4 | 1.9 | 1.6 | 1.4 | 0.8 | 0.8 | 0.9 | 1.4 | 0.8 |
| **Q3. Age at 26 May 2000** | | | | | | | | | | | |
| 15-19 | 14.9 | 23.3 | 5.6 | 5.5 | 14.4 | 6.7 | 23.4 | 18.6 | 25.2 | 13.1 | 20.9 |
| 20-24 | 27.5 | 32.2 | 18.7 | 23.7 | 42.2 | 18.0 | 31.8 | 22.3 | 22.4 | 28.4 | 24.8 |
| 25-29 | 12.1 | 9.2 | 17.0 | 19.7 | 9.5 | 13.0 | 11.3 | 10.6 | 9.8 | 12.7 | 10.6 |
| 30-34 | 9.3 | 7.3 | 13.8 | 14.8 | 5.2 | 11.7 | 8.4 | 7.7 | 7.5 | 9.7 | 7.9 |
| 35-39 | 11.0 | 8.9 | 15.3 | 15.0 | 6.8 | 14.1 | 9.7 | 10.5 | 10.1 | 11.3 | 10.2 |
| 40-44 | 10.3 | 8.9 | 14.5 | 10.3 | 7.7 | 13.9 | 7.0 | 10.1 | 11.3 | 10.7 | 9.5 |
| 45-49 | 7.3 | 5.3 | 9.0 | 7.3 | 6.1 | 11.4 | 4.1 | 7.8 | 6.5 | 7.5 | 6.6 |
| 50-54 | 4.5 | 3.1 | 4.0 | 2.9 | 4.8 | 7.6 | 2.2 | 6.0 | 4.2 | 4.4 | 4.7 |
| 55+ | 3.0 | 1.8 | 2.1 | 0.8 | 3.4 | 3.6 | 2.0 | 6.5 | 3.0 | 2.4 | 4.8 |
| Not Stated | 0.7 | 0.5 | 0.4 | 0.6 | 1.2 | 0.8 | 0.4 | 1.0 | 0.8 | 0.7 | 0.8 |
| **Q2. Sex** | | | | | | | | | | | |
| Male | 46.9 | 44.3 | 38.4 | 48.8 | 66.8 | 46.0 | 39.7 | 37.3 | 42.9 | 49.2 | 38.8 |
| Female | 53.1 | 55.7 | 61.6 | 51.2 | 33.2 | 54.0 | 60.3 | 62.7 | 57.1 | 50.8 | 61.2 |
| Not Stated | # | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | # | # | 0.0 | # |
| **Q1. Aboriginal or Torres Strait Islander** | | | | | | | | | | | |
| Yes | 2.0 | 1.8 | 2.0 | 1.2 | 1.9 | 1.6 | 1.7 | 3.0 | 2.7 | 1.7 | 2.6 |
| No | 98.0 | 98.2 | 98.0 | 98.8 | 98.1 | 98.4 | 98.3 | 97.0 | 97.3 | 98.3 | 97.4 |
| Not Stated | 2.4 | 1.4 | 1.4 | 1.4 | 1.9 | 1.6 | 1.1 | 1.8 | 1.7 | 1.6 | 1.6 |
| **Q5/6 Non-English speaking background** | | | | | | | | | | | |
| Yes | 31.3 | 37.0 | 30.7 | 33.5 | 19.0 | 24.0 | 50.7 | 32.4 | 35.0 | 29.2 | 37.7 |
| No | 68.7 | 63.0 | 69.3 | 66.5 | 81.0 | 76.0 | 49.3 | 67.6 | 65.0 | 70.8 | 62.3 |
| Not Stated | 2.1 | 1.0 | 0.9 | 0.7 | 1.2 | 1.4 | 0.9 | 1.0 | 0.8 | 1.1 | 1.0 |

Table 16. Continued...

| | Total | Main reason for doing course completed in 1999 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To get a job (or own business) | To try for a different career | To get a better job or promotion | It was a requirement of my job | To get extra skills for my job | To get into another course of study | For interest or personal development | Other reasons | Total vocational reasons | Total non vocational reasons |
| Respondents | 41660 | 10017 | 5293 | 4098 | 5945 | 5929 | 2400 | 5614 | 1432 | 31282 | 9446 |
| Weighted respondents | 131518 | 29963 | 15711 | 13329 | 21495 | 18380 | 7905 | 17326 | 4577 | 98878 | 29808 |
| **Field of Study** | | | | | | | | | | | |
| Land and Marine Resources, Animal Husbandry | 4.1 | 3.3 | 4.8 | 3.4 | 3.8 | 6.2 | 1.2 | 5.1 | 4.0 | 4.2 | 3.9 |
| Architecture, Building | 5.3 | 7.7 | 2.9 | 2.9 | 9.2 | 4.2 | 1.8 | 3.2 | 4.4 | 6.0 | 3.0 |
| Arts, Humanities and Social Sciences | 6.5 | 7.1 | 6.9 | 3.3 | 0.8 | 4.5 | 12.4 | 14.0 | 5.9 | 4.7 | 12.3 |
| Business, Administration, Economics | 21.6 | 24.7 | 23.7 | 39.3 | 6.3 | 27.4 | 19.0 | 16.6 | 19.9 | 23.0 | 17.7 |
| Education | 2.4 | 0.9 | 2.8 | 1.5 | 3.3 | 4.5 | 0.5 | 2.8 | 3.5 | 2.5 | 2.3 |
| Engineering, Surveying | 13.6 | 12.0 | 7.2 | 15.8 | 29.4 | 12.3 | 3.6 | 8.1 | 8.4 | 15.5 | 7.0 |
| Health, Community Services | 19.5 | 13.0 | 20.2 | 11.9 | 30.0 | 23.5 | 14.4 | 20.3 | 21.7 | 19.6 | 18.9 |
| Law, Legal Studies | 0.4 | 0.6 | 0.6 | 0.8 | 0.1 | 0.2 | 0.3 | 0.3 | 0.3 | 0.5 | 0.3 |
| Science | 6.1 | 7.5 | 11.6 | 6.9 | 0.8 | 5.9 | 9.3 | 4.5 | 4.3 | 6.3 | 5.8 |
| Veterinary Science, Animal Care | 0.5 | 0.4 | 0.6 | 0.3 | 0.3 | 1.1 | 0.2 | 0.7 | 0.1 | 0.5 | 0.5 |
| Services, Hospitality, Transportation | 12.6 | 15.0 | 13.7 | 9.9 | 15.7 | 7.8 | 4.9 | 14.2 | 13.1 | 12.9 | 11.5 |
| VET Multi-Field Education | 7.3 | 7.9 | 5.1 | 3.8 | 0.6 | 2.5 | 32.2 | 10.4 | 14.2 | 4.3 | 16.8 |
| **Q11. Highest pre-course educational qualifications since school (Summary)** | | | | | | | | | | | |
| Bachelor Degree or higher | 8.8 | 7.1 | 12.0 | 7.3 | 6.2 | 12.4 | 6.9 | 10.6 | 7.6 | 8.7 | 9.1 |
| Other post-school educational qualification | 52.2 | 45.3 | 58.2 | 63.7 | 49.2 | 60.9 | 46.4 | 47.4 | 47.2 | 53.6 | 47.1 |
| No post-school educational qualification (b) | 39.0 | 47.6 | 29.8 | 28.9 | 44.7 | 26.8 | 46.7 | 42.0 | 45.2 | 37.7 | 43.8 |
| Not Stated | 7.1 | 6.1 | 5.0 | 4.3 | 6.7 | 5.1 | 6.6 | 6.8 | 8.8 | 5.6 | 7.1 |
| **Q35/44/50 Labour force status at 26 May 2000** | | | | | | | | | | | |
| Employed | 76.0 | 65.2 | 75.2 | 87.2 | 94.2 | 92.1 | 44.2 | 65.0 | 66.2 | 81.1 | 59.7 |
| Full-time | 50.4 | 37.2 | 41.9 | 66.2 | 79.5 | 67.1 | 12.5 | 35.6 | 39.9 | 56.6 | 30.1 |
| Part-time | 23.3 | 25.9 | 31.1 | 19.0 | 12.2 | 22.6 | 30.1 | 27.0 | 23.3 | 22.2 | 27.3 |
| Not Employed | 24.0 | 34.8 | 24.8 | 12.8 | 5.8 | 7.9 | 55.8 | 35.0 | 33.8 | 18.9 | 40.3 |
| Unemployed | 11.2 | 20.7 | 12.8 | 7.2 | 2.4 | 3.5 | 19.2 | 11.3 | 11.8 | 10.5 | 13.4 |
| Looking for full-time work | 6.4 | 13.2 | 7.8 | 4.8 | 1.9 | 2.2 | 6.2 | 5.1 | 6.5 | 6.7 | 5.6 |
| Looking for part-time work | 4.7 | 7.5 | 5.0 | 2.5 | 0.6 | 1.3 | 13.0 | 6.2 | 5.2 | 3.8 | 7.8 |
| Not in labour force | 12.1 | 13.1 | 11.4 | 5.3 | 3.2 | 4.1 | 35.6 | 23.1 | 21.1 | 8.0 | 26.1 |
| Not Stated | 1.7 | 0.3 | 0.3 | 0.4 | 0.3 | 0.6 | 0.8 | 0.7 | 0.8 | 0.4 | 0.7 |

Table 17: Graduates who relocated to do course: Selected course and graduate characteristics by main reason moved

Base: Graduates who relocated to do course

| | | Main reason moved | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Local TAFE did not offer training | No TAFE in local area | Unable to get place at local TAFE | No registered private provider or ACE in area | Not offered by local private ACE provider | Training not available through distance learning | Personal reasons | Other reasons (g) |
| Respondents | 3376 | 1348 | 637 | 71 | 13 | 13 | 44 | 754 | 277 |
| Weighted respondents | 9534 | 3810 | 1618 | 240 | 37 | 26 | 147 | 2235 | 764 |
| Level of qualification completed | | | | | | | | | |
| Diploma | 0.3 | 0.3 | 0.3 | 0.5 | 0.0 | 0.0 | 0.0 | 0.4 | 0.0 |
| Associate Diploma | 2.4 | 3.1 | 1.4 | 1.8 | 8.4 | 0.0 | 0.0 | 3.1 | 0.7 |
| Advanced Certicate - Post Trade | 0.2 | 0.1 | 0.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.5 |
| Advanced Certicate - Other | 1.7 | 1.5 | 2.1 | 0.0 | 0.0 | 0.0 | 0.0 | 2.4 | 0.4 |
| Certiicate - Trade | 7.8 | 11.0 | 7.2 | 3.4 | 0.0 | 0.0 | 13.4 | 4.1 | 6.6 |
| Certicate - Other | 4.6 | 4.0 | 5.5 | 2.7 | 5.2 | 15.4 | 2.8 | 4.1 | 6.8 |
| AQF- Advanced Diploma | 4.8 | 4.2 | 4.7 | 2.8 | 0.0 | 0.0 | 1.3 | 6.4 | 6.7 |
| AQF- Diploma | 15.2 | 17.9 | 13.0 | 8.4 | 37.2 | 21.5 | 6.2 | 14.4 | 14.9 |
| AQF- Certicate IV | 12.9 | 12.3 | 14.0 | 13.7 | 16.4 | 18.2 | 9.2 | 13.4 | 15.7 |
| AQF- Certicate III | 27.8 | 29.7 | 31.8 | 17.9 | 24.9 | 15.4 | 17.9 | 25.9 | 23.1 |
| AQF- Certicate II | 16.6 | 12.4 | 14.4 | 37.1 | 7.9 | 19.8 | 42.6 | 18.3 | 17.7 |
| AQF- Certicate I | 5.7 | 3.6 | 5.3 | 11.9 | 0.0 | 9.7 | 6.7 | 7.2 | 6.9 |
| Other (c) | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Area of usual residence | | | | | | | | | |
| Capital City | 42.0 | 31.8 | 36.7 | 47.9 | 74.6 | 60.7 | 39.7 | 56.8 | 43.4 |
| Other | 58.0 | 68.2 | 63.3 | 52.1 | 25.4 | 39.3 | 60.3 | 43.2 | 56.6 |
| Not Stated | # | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Field of Study | | | | | | | | | |
| Land and marine resources, animal husbandry | 6.8 | 7.8 | 7.1 | 3.2 | 16.6 | 8.3 | 17.5 | 4.0 | 8.7 |
| Architecture, building | 7.6 | 10.3 | 8.9 | 4.4 | 8.4 | 0.0 | 1.9 | 4.6 | 5.2 |
| Arts, humanities and social sciences | 8.8 | 10.3 | 7.1 | 0.5 | 29.6 | 0.0 | 3.1 | 8.2 | 11.0 |
| Business, administration, economics | 10.6 | 5.2 | 12.8 | 3.3 | 4.2 | 8.3 | 2.8 | 17.0 | 15.2 |
| Education | 0.8 | 0.5 | 0.8 | 0.0 | 0.0 | 7.7 | 0.0 | 1.0 | 1.9 |
| Engineering, surveying | 20.6 | 26.0 | 21.9 | 10.8 | 6.3 | 5.0 | 11.4 | 13.4 | 18.3 |
| Health, community services | 15.5 | 14.4 | 10.6 | 38.8 | 18.9 | 34.5 | 38.0 | 16.8 | 12.9 |
| Law, legal studies | 0.5 | 0.6 | 0.5 | 0.0 | 0.0 | 7.3 | 1.3 | 0.2 | 0.1 |
| Science | 4.9 | 4.2 | 5.3 | 4.1 | 0.0 | 0.0 | 0.9 | 6.7 | 4.7 |
| Veterinary science, animal care | 0.6 | 0.9 | 0.8 | 0.0 | 0.0 | 6.4 | 0.0 | 0.2 | 0.6 |
| Services, hospitality, transportation | 17.4 | 17.7 | 18.8 | 20.3 | 10.9 | 7.7 | 8.4 | 17.3 | 17.0 |
| VET multifield education | 6.0 | 2.2 | 5.5 | 14.6 | 5.2 | 14.8 | 14.7 | 10.6 | 4.5 |

Table 17: Continued...

| | Total | Main reason moved | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Local TAFE did not offer training | No TAFE in local area | Unable to get place at local TAFE | No registered private provider or ACE in area | Not offered by local private ACE provider | Training not available through distance learning | Personal reasons | Other reasons (g) |
| Respondents | 3376 | 1348 | 637 | 71 | 13 | 13 | 44 | 754 | 277 |
| Weighted respondents | 9534 | 3810 | 1618 | 240 | 37 | 26 | 147 | 2235 | 764 |
| Q3. Age at 26 May 2000 | | | | | | | | | |
| 15-19 | 18.6 | 20.3 | 25.5 | 17.1 | 5.4 | 23.1 | 13.2 | 13.7 | 20.4 |
| 20-24 | 42.8 | 51.3 | 43.1 | 47.4 | 24.3 | 12.5 | 26.6 | 33.6 | 36.1 |
| 25-29 | 13.2 | 9.9 | 12.1 | 14.9 | 15.5 | 21.9 | 16.3 | 19.6 | 12.7 |
| 30-34 | 8.0 | 6.2 | 6.0 | 2.1 | 28.0 | 0.0 | 11.1 | 9.5 | 13.6 |
| 35-39 | 5.5 | 4.2 | 3.4 | 10.3 | 22.6 | 5.0 | 0.0 | 7.1 | 8.0 |
| 40-44 | 4.8 | 3.4 | 3.6 | 0.7 | 0.0 | 16.8 | 28.8 | 6.2 | 3.3 |
| 45-49 | 3.5 | 2.3 | 3.4 | 6.2 | 4.1 | 7.3 | 4.1 | 4.8 | 3.2 |
| 50-54 | 1.7 | 1.1 | 1.6 | 0.0 | 0.0 | 8.3 | 0.0 | 2.8 | 0.9 |
| 55+ | 1.9 | 1.4 | 1.3 | 1.4 | 0.0 | 5.1 | 0.0 | 2.8 | 1.9 |
| Not Stated | 0.7 | 1.0 | 0.4 | 1.4 | 0.0 | 0.0 | 5.4 | 0.4 | 0.4 |
| Q2. Sex | | | | | | | | | |
| Male | 56.7 | 61.7 | 57.7 | 41.2 | 71.8 | 54.8 | 46.1 | 48.9 | 57.8 |
| Female | 43.3 | 38.3 | 42.3 | 58.8 | 28.2 | 45.2 | 53.9 | 51.1 | 42.2 |

Table 18: Graduates with post-school educational qualifications before course: Selected employment characteristics by labour force status before course

Base: Graduates with post-school educational qualifications before course

| | | Labour force status before course | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 22901 | 9630 | 5982 | 16009 | 2157 | 1030 | 3187 | 3443 |
| Weighted respondents | 74479 | 33949 | 17663 | 52918 | 6848 | 3408 | 10256 | 10474 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 76.6 | 92.7 | 86.3 | 90.2 | 48.9 | 41.0 | 46.3 | 39.7 |
| Full-time | 51.4 | 82.3 | 30.0 | 63.8 | 31.4 | 10.0 | 24.3 | 17.8 |
| Part-time | 22.9 | 8.4 | 54.5 | 24.0 | 15.6 | 28.5 | 19.9 | 20.5 |
| Not Employed | 23.4 | 7.3 | 13.7 | 9.8 | 51.1 | 59.0 | 53.7 | 60.3 |
| Unemployed | 11.1 | 3.4 | 6.7 | 4.8 | 35.9 | 41.0 | 37.6 | 16.5 |
| Looking for full-time work | 6.3 | 2.2 | 3.9 | 2.9 | 31.1 | 7.4 | 23.2 | 6.8 |
| Looking for part-time work | 4.7 | 1.2 | 2.9 | 1.9 | 4.8 | 33.7 | 14.4 | 9.6 |
| Not in the labour force | 11.8 | 3.6 | 6.7 | 4.8 | 14.1 | 17.1 | 15.1 | 42.8 |
| Not Stated | 0.8 | 0.3 | 0.6 | 0.5 | 0.4 | 0.5 | 0.4 | 0.4 |

Table 19: Male graduates with post-school educational qualifications before course: Selected employment characteristics by labour force status before course

Base: Male graduates with post-school educational qualifications before course

| | | Labour force status before course | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 9580 | 5467 | 1562 | 7207 | 1053 | 291 | 1344 | 925 |
| Weighted respondents | 34297 | 20435 | 5235 | 26332 | 3499 | 1108 | 4607 | 3000 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 81.6 | 93.5 | 85.7 | 91.6 | 50.4 | 42.3 | 48.5 | 46.9 |
| Full-time | 66.4 | 86.1 | 41.6 | 76.3 | 38.0 | 17.8 | 33.2 | 34.1 |
| Part-time | 13.1 | 5.6 | 42.6 | 13.1 | 10.5 | 22.4 | 13.3 | 12.0 |
| Not Employed | 18.4 | 6.5 | 14.3 | 8.4 | 49.6 | 57.7 | 51.5 | 53.1 |
| Unemployed | 9.6 | 3.1 | 8.6 | 4.4 | 36.3 | 37.8 | 36.7 | 12.7 |
| Looking for full-time work | 6.4 | 2.1 | 5.5 | 2.9 | 32.4 | 7.8 | 26.5 | 6.2 |
| Looking for part-time work | 3.1 | 1.1 | 3.1 | 1.6 | 3.9 | 30.0 | 10.2 | 6.5 |
| Not in the labour force | 8.3 | 3.1 | 5.5 | 3.7 | 11.7 | 19.3 | 13.5 | 39.5 |
| Not Stated | 0.8 | 0.3 | 0.8 | 0.4 | 0.7 | 1.4 | 0.9 | 0.3 |

Table 20: Female graduates with post-school educational qualifications before course: Selected employment characteristics by labour force status before course

Base: Female graduates with post-school educational qualifications before course

| | | Labour force status before course | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 13320 | 4162 | 4420 | 8801 | 1104 | 739 | 1843 | 2518 |
| Weighted respondents | 40180 | 13512 | 12428 | 26584 | 3349 | 2299 | 5648 | 7474 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 72.3 | 91.6 | 86.5 | 88.7 | 47.3 | 40.4 | 44.5 | 36.7 |
| Full-time | 38.7 | 76.5 | 25.1 | 51.4 | 24.5 | 6.3 | 17.1 | 11.3 |
| Part-time | 31.4 | 12.8 | 59.4 | 34.9 | 21.0 | 31.4 | 25.2 | 23.9 |
| Not Employed | 27.7 | 8.4 | 13.5 | 11.3 | 52.7 | 59.6 | 55.5 | 63.3 |
| Unemployed | 12.3 | 3.8 | 5.9 | 5.1 | 35.6 | 42.6 | 38.4 | 18.0 |
| Looking for full-time work | 6.2 | 2.3 | 3.2 | 2.9 | 29.8 | 7.1 | 20.6 | 7.1 |
| Looking for part-time work | 6.1 | 1.5 | 2.8 | 2.2 | 5.8 | 35.4 | 17.9 | 10.9 |
| Not in the labour force | 14.7 | 4.5 | 7.2 | 5.9 | 16.7 | 16.1 | 16.4 | 44.1 |
| Not Stated | 0.8 | 0.3 | 0.5 | 0.5 | 0.1 | 0.1 | 0.1 | 0.5 |

Table 21: Graduates without post-school educational qualifications before course: Selected employment characteristics by labour force status before course

Base: Graduates without post-school educational qualifications before course

| | | Labour force status before course | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 15667 | 4450 | 5024 | 9762 | 1526 | 799 | 2325 | 3414 |
| Weighted respondents | 47708 | 14587 | 14847 | 30294 | 4471 | 2285 | 6755 | 10174 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 76.2 | 91.4 | 88.4 | 89.7 | 61.6 | 47.5 | 56.8 | 49.7 |
| Full-time | 49.6 | 79.4 | 42.1 | 60.4 | 44.5 | 16.2 | 34.9 | 28.1 |
| Part-time | 24.4 | 9.8 | 44.7 | 27.1 | 15.2 | 29.5 | 20.0 | 19.5 |
| Not Employed | 23.8 | 8.6 | 11.6 | 10.3 | 38.4 | 52.5 | 43.2 | 50.3 |
| Unemployed | 11.0 | 4.1 | 6.2 | 5.2 | 26.8 | 38.7 | 30.9 | 14.6 |
| Looking for full-time work | 6.3 | 3.0 | 3.6 | 3.4 | 23.1 | 9.0 | 18.3 | 7.0 |
| Looking for part-time work | 4.7 | 1.1 | 2.5 | 1.9 | 3.7 | 29.7 | 12.5 | 7.6 |
| Not in the labour force | 12.4 | 4.4 | 5.1 | 4.8 | 11.1 | 13.1 | 11.8 | 34.9 |
| Not Stated | 0.7 | 0.5 | 0.4 | 0.5 | 0.2 | 0.2 | 0.2 | 0.3 |

Table 22: Male graduates without post-school educational qualifications before course: Selected employment characteristics by labour force status before course

Base: Male graduates without post-school educational qualifications before course

| | | Labour force status before course | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 6746 | 2633 | 1636 | 4413 | 785 | 240 | 1025 | 1242 |
| Weighted respondents | 23022 | 9030 | 5675 | 15206 | 2571 | 799 | 3370 | 4263 |
| **Q35/44/50 Labour force status at 26 May 2000** | | | | | | | | |
| Employed | 80.8 | 92.3 | 89.3 | 91.0 | 70.5 | 50.3 | 65.7 | 57.1 |
| Full-time | 64.6 | 84.1 | 58.3 | 73.9 | 57.8 | 26.3 | 50.3 | 44.0 |
| Part-time | 13.9 | 5.9 | 29.6 | 14.9 | 10.3 | 22.1 | 13.1 | 11.3 |
| Not Employed | 19.2 | 7.7 | 10.7 | 9.0 | 29.5 | 49.7 | 34.3 | 42.9 |
| Unemployed | 10.0 | 4.4 | 6.9 | 5.4 | 21.3 | 34.5 | 24.4 | 14.5 |
| Looking for full-time work | 6.6 | 3.1 | 4.6 | 3.8 | 18.9 | 7.6 | 16.2 | 8.8 |
| Looking for part-time work | 3.4 | 1.2 | 2.3 | 1.6 | 2.4 | 26.9 | 8.2 | 5.7 |
| Not in the labour force | 8.8 | 3.1 | 3.7 | 3.4 | 7.9 | 14.4 | 9.4 | 27.5 |
| Not Stated | 0.5 | 0.2 | 0.5 | 0.4 | 0.1 | 0.0 | 0.1 | 0.3 |

Table 23: Female graduates without post-school educational qualifications before course: Selected employment characteristics by labour force status before course

Base: Female graduates without post-school educational qualifications before course

| | | Labour force status before course | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 8918 | 1816 | 3387 | 5346 | 741 | 559 | 1300 | 2172 |
| Weighted respondents | 24681 | 5555 | 9171 | 15083 | 1899 | 1486 | 3385 | 5911 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 71.9 | 89.8 | 87.9 | 88.4 | 49.5 | 46.0 | 47.9 | 44.4 |
| Full-time | 35.5 | 71.7 | 32.0 | 46.7 | 26.4 | 10.8 | 19.5 | 16.7 |
| Part-time | 34.2 | 16.1 | 54.0 | 39.5 | 21.9 | 33.5 | 27.0 | 25.5 |
| Not Employed | 28.1 | 10.2 | 12.1 | 11.6 | 50.5 | 54.0 | 52.1 | 55.6 |
| Unemployed | 11.9 | 3.7 | 5.7 | 5.1 | 34.4 | 41.0 | 37.3 | 14.7 |
| Looking for full-time work | 6.1 | 2.7 | 3.1 | 2.9 | 28.9 | 9.8 | 20.5 | 5.8 |
| Looking for part-time work | 5.9 | 1.0 | 2.6 | 2.1 | 5.6 | 31.2 | 16.8 | 8.9 |
| Not in the labour force | 15.7 | 6.4 | 6.0 | 6.3 | 15.5 | 12.3 | 14.1 | 40.2 |
| Not Stated | 0.9 | 1.0 | 0.3 | 0.7 | 0.4 | 0.2 | 0.4 | 0.3 |

## Table 24: All graduates: Selected employment characteristics by labour force status before course

Base: All graduates

| | | Labour force status before course | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 41660 | 14834 | 11071 | 27335 | 3947 | 1982 | 5929 | 7362 |
| Weighted respondents | 131518 | 51081 | 34334 | 88033 | 12099 | 6157 | 18256 | 22130 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 76.0 | 92.3 | 87.3 | 89.9 | 53.4 | 42.8 | 49.8 | 44.5 |
| Full-time | 50.4 | 81.3 | 35.6 | 62.4 | 36.0 | 12.4 | 28.0 | 23.0 |
| Part-time | 23.3 | 8.8 | 49.8 | 25.1 | 15.4 | 28.3 | 19.7 | 19.7 |
| Not Employed | 24.0 | 7.7 | 12.7 | 10.1 | 46.6 | 57.2 | 50.2 | 55.5 |
| Unemployed | 11.2 | 3.7 | 6.5 | 5.0 | 32.5 | 40.4 | 35.2 | 15.5 |
| Looking for full-time work | 6.4 | 2.4 | 3.8 | 3.1 | 28.2 | 8.1 | 21.4 | 7.0 |
| Looking for part-time work | 4.7 | 1.2 | 2.7 | 1.9 | 4.3 | 32.3 | 13.7 | 8.5 |
| Not in the labour force | 12.1 | 3.8 | 5.9 | 4.8 | 13.3 | 15.8 | 14.1 | 38.9 |
| Not Stated | 1.7 | 0.4 | 0.6 | 0.6 | 0.5 | 0.4 | 0.5 | 0.4 |

Table 25: Male graduates: Selected employment characteristics by labour force status before course

Base: Male graduates

| | | Labour force status before course | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 17623 | 8527 | 3373 | 12289 | 1965 | 576 | 2541 | 2350 |
| Weighted respondents | 61617 | 30944 | 11501 | 43844 | 6446 | 2067 | 8513 | 7837 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 80.9 | 93.1 | 87.6 | 91.4 | 58.6 | 44.9 | 55.3 | 52.8 |
| Full-time | 65.2 | 85.4 | 50.6 | 75.3 | 45.8 | 20.7 | 39.7 | 39.9 |
| Part-time | 13.3 | 5.6 | 35.5 | 13.6 | 10.6 | 22.3 | 13.4 | 11.5 |
| Not Employed | 19.1 | 6.9 | 12.4 | 8.6 | 41.4 | 55.1 | 44.7 | 47.2 |
| Unemployed | 9.8 | 3.6 | 7.6 | 4.8 | 30.0 | 37.3 | 31.8 | 13.5 |
| Looking for full-time work | 6.5 | 2.4 | 4.9 | 3.2 | 26.8 | 7.8 | 22.2 | 7.6 |
| Looking for part-time work | 3.3 | 1.1 | 2.7 | 1.6 | 3.2 | 29.5 | 9.6 | 5.9 |
| Not in the labour force | 8.7 | 3.1 | 4.5 | 3.5 | 10.3 | 16.8 | 11.9 | 32.7 |
| Not Stated | 1.7 | 0.3 | 0.7 | 0.6 | 0.7 | 0.8 | 0.7 | 0.4 |



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Table 26: Female graduates: Selected employment characteristics by labour force status before course

Base: Female graduates

| | | Labour force status before course | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 24033 | 6305 | 8297 | 15042 | 1982 | 1406 | 3388 | 5012 |
| Weighted respondents | 69894 | 20135 | 22832 | 44182 | 5653 | 4090 | 9743 | 14293 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 71.7 | 91.0 | 87.1 | 88.5 | 47.4 | 41.7 | 45.0 | 39.9 |
| Full-time | 37.2 | 75.1 | 28.1 | 49.6 | 24.8 | 8.1 | 17.8 | 13.7 |
| Part-time | 32.1 | 13.7 | 56.9 | 36.4 | 20.9 | 31.3 | 25.2 | 24.3 |
| Not Employed | 28.3 | 9.0 | 12.9 | 11.5 | 52.6 | 58.3 | 55.0 | 60.1 |
| Unemployed | 12.3 | 3.8 | 5.9 | 5.2 | 35.4 | 41.9 | 38.1 | 16.5 |
| Looking for full-time work | 6.3 | 2.4 | 3.2 | 3.0 | 29.9 | 8.2 | 20.8 | 6.7 |
| Looking for part-time work | 6.0 | 1.3 | 2.7 | 2.2 | 5.6 | 33.7 | 17.4 | 9.9 |
| Not in the labour force | 15.2 | 5.0 | 6.6 | 6.0 | 16.6 | 15.3 | 16.1 | 42.3 |
| Not Stated | 1.7 | 0.6 | 0.5 | 0.7 | 0.3 | 0.2 | 0.3 | 0.5 |

Table 27: Graduates employed during final semester: Selected graduate, course and employment characteristics by employer/business support

Base: Graduates employed during final semester

| | | Employer/business support | | | | | |
|---|---|---|---|---|---|---|---|
| | | Received support | | | | | |
| | Total graduates employed during final semester | Paid fees | Paid time off work | Unpaid time off work | Other support | Total (h) | No support |
| Respondents | 25944 | 6783 | 5895 | 2065 | 2814 | 13419 | 10003 |
| Weighted respondents | 84887 | 23152 | 20736 | 6590 | 8278 | 44521 | 32167 |
| **Q3. Age at 26 May 2000** | | | | | | | |
| 15-19 | 13.2 | 10.5 | 13.0 | 16.8 | 13.2 | 12.5 | 15.0 |
| 20-24 | 30.4 | 32.3 | 42.8 | 33.7 | 29.5 | 34.8 | 25.6 |
| 25-29 | 12.7 | 13.7 | 12.6 | 14.3 | 12.9 | 13.3 | 12.8 |
| 30-34 | 9.1 | 8.7 | 7.5 | 8.9 | 10.3 | 8.5 | 9.8 |
| 35-39 | 10.6 | 10.7 | 7.8 | 8.9 | 11.4 | 9.8 | 11.5 |
| 40-44 | 9.9 | 9.8 | 6.7 | 8.2 | 9.8 | 8.7 | 10.7 |
| 45-49 | 7.1 | 6.6 | 4.5 | 4.4 | 7.6 | 6.2 | 7.7 |
| 50-54 | 4.5 | 5.1 | 3.0 | 3.1 | 3.6 | 4.2 | 4.4 |
| 55+ | 2.4 | 2.5 | 2.0 | 1.7 | 1.7 | 2.1 | 2.5 |
| Not Stated | 0.8 | 0.9 | 0.9 | 0.4 | 0.5 | 0.9 | 0.6 |
| **Q2. Sex** | | | | | | | |
| Male | 50.9 | 64.9 | 69.0 | 33.8 | 40.3 | 56.7 | 42.6 |
| Female | 49.1 | 35.1 | 31.0 | 66.2 | 59.7 | 43.3 | 57.4 |
| **Q1. Aboriginal or Torres Strait Islander** | | | | | | | |
| Yes | 1.5 | 1.4 | 1.7 | 0.9 | 2.0 | 1.6 | 1.3 |
| No | 98.5 | 98.6 | 98.3 | 99.1 | 98.0 | 98.4 | 98.7 |
| Not Stated | 1.4 | 0.8 | 0.6 | 0.7 | 0.7 | 0.7 | 0.5 |
| **Q5/6 Non-English speaking background** | | | | | | | |
| Yes | 25.9 | 21.4 | 20.9 | 26.8 | 25.3 | 23.1 | 28.3 |
| No | 74.1 | 78.6 | 79.1 | 73.2 | 74.7 | 76.9 | 71.7 |
| Not Stated | 1.0 | 0.7 | 0.6 | 1.0 | 0.5 | 0.7 | 0.6 |
| **Q7/8 Disability (more than one response possible)** | | | | | | | |
| Any (a) | 3.1 | 2.1 | 2.2 | 2.1 | 3.2 | 2.3 | 2.9 |
| Visual (not corrected by glasses) | 0.2 | 0.2 | 0.1 | 0.1 | 0.2 | 0.2 | 0.3 |
| Hearing (not corrected by hearing aid) | 0.3 | 0.4 | 0.3 | 0.4 | 0.7 | 0.3 | 0.3 |
| Physical | 0.8 | 0.9 | 0.9 | 0.7 | 0.9 | 0.8 | 0.8 |
| Intellectual | 0.2 | 0.1 | 0.1 | 0.2 | 0.5 | 0.2 | 0.2 |
| Chronic illness | 0.3 | 0.2 | 0.2 | 0.1 | 0.5 | 0.2 | 0.5 |
| Other | 0.5 | 0.2 | 0.4 | 0.5 | 0.4 | 0.3 | 0.8 |
| None | 96.9 | 97.9 | 97.8 | 97.9 | 96.8 | 97.7 | 97.1 |
| Not Stated | 1.8 | 1.2 | 1.1 | 1.1 | 1.3 | 1.2 | 1.0 |

Table 27: Continued...

| | | Employer/business support | | | | | |
|---|---|---|---|---|---|---|---|
| | | Received support | | | | | |
| | Total graduates employed during final semester | Paid fees | Paid time off work | Unpaid time off work | Other support | Total (h) | No support |
| Respondents | 25944 | 6783 | 5895 | 2065 | 2814 | 13419 | 10003 |
| Weighted respondents | 84887 | 23152 | 20736 | 6590 | 8278 | 44521 | 32167 |
| **Level of qualification completed** | | | | | | | |
| Diploma | 0.2 | 0.1 | 0.1 | 0.4 | 0.3 | 0.2 | 0.3 |
| Associate Diploma | 1.9 | 1.4 | 1.9 | 5.1 | 2.5 | 2.2 | 1.8 |
| Advanced Certificate - Post Trade | 0.2 | 0.3 | 0.3 | 0.1 | 0.2 | 0.2 | 0.1 |
| Advanced Certificate - Other | 1.4 | 1.3 | 1.3 | 2.2 | 1.7 | 1.4 | 1.4 |
| Certificate - Trade | 6.2 | 12.3 | 16.1 | 1.6 | 3.5 | 9.7 | 1.5 |
| Certificate - Other | 5.4 | 3.8 | 3.2 | 5.5 | 4.5 | 4.1 | 7.1 |
| AQF- Advanced Diploma | 3.1 | 2.1 | 2.5 | 4.6 | 3.1 | 2.8 | 3.9 |
| AQF- Diploma | 12.0 | 7.3 | 6.0 | 20.2 | 16.7 | 9.9 | 16.0 |
| AQF- Certificate IV | 15.6 | 13.1 | 10.5 | 14.4 | 18.3 | 13.5 | 19.1 |
| AQF- Certificate III | 28.0 | 28.3 | 35.2 | 26.1 | 29.6 | 30.6 | 24.1 |
| AQF- Certificate II | 19.9 | 23.4 | 18.0 | 14.7 | 14.5 | 19.8 | 18.3 |
| AQF- Certificate I | 6.2 | 6.4 | 5.0 | 5.1 | 5.1 | 5.6 | 6.3 |
| Other (c) | # | # | 0.0 | # | 0.0 | # | # |
| **Q24. Hours per week attended class** | | | | | | | |
| 1-5 hours/week | 15.9 | 17.9 | 11.9 | 11.4 | 14.4 | 15.2 | 16.2 |
| 6-10 hours/week | 31.7 | 33.3 | 38.4 | 29.0 | 29.0 | 33.4 | 30.2 |
| 11-15 hours/week | 7.0 | 4.3 | 3.4 | 11.3 | 8.1 | 5.6 | 8.8 |
| 16-20 hours/week | 9.9 | 3.3 | 3.2 | 19.0 | 10.8 | 6.8 | 14.3 |
| More than 20 hours | 13.8 | 6.8 | 5.9 | 20.9 | 15.6 | 10.0 | 19.5 |
| Block release | 9.1 | 16.3 | 24.4 | 3.4 | 6.1 | 14.3 | 1.7 |
| Day release | 3.4 | 6.0 | 7.1 | 1.4 | 2.0 | 4.9 | 1.0 |
| Did not attend formal classes - external study | 9.3 | 12.0 | 5.5 | 3.7 | 14.1 | 9.8 | 8.3 |
| Not Stated | 1.5 | 1.7 | 1.6 | 2.0 | 1.2 | 1.6 | 0.6 |
| **Field of Study** | | | | | | | |
| Land and marine resources, animal husbandry | 4.6 | 5.2 | 5.1 | 6.2 | 4.9 | 5.0 | 4.1 |
| Architecture, building | 6.2 | 6.4 | 10.3 | 5.0 | 3.8 | 7.1 | 4.7 |
| Arts, humanities and social sciences | 5.1 | 1.4 | 1.5 | 7.2 | 5.2 | 2.9 | 8.5 |
| Business, administration, economics | 21.7 | 19.5 | 15.3 | 18.5 | 22.5 | 18.8 | 27.3 |
| Education | 2.8 | 3.8 | 1.7 | 1.0 | 4.2 | 3.0 | 2.6 |
| Engineering, surveying | 16.6 | 27.2 | 31.4 | 8.3 | 12.0 | 22.0 | 9.3 |
| Health, community services | 21.3 | 21.9 | 17.1 | 26.9 | 23.9 | 21.9 | 19.0 |
| Law, legal studies | 0.4 | 0.2 | 0.2 | 0.7 | 0.5 | 0.3 | 0.7 |
| Science | 5.1 | 2.7 | 2.6 | 6.2 | 5.4 | 3.6 | 7.3 |
| Veterinary science, animal care | 0.7 | 0.4 | 0.3 | 2.3 | 1.4 | 0.8 | 0.6 |
| Services, hospitality, transportation | 12.9 | 10.3 | 13.6 | 15.9 | 13.8 | 13.2 | 12.3 |
| VET multifield education | 2.6 | 1.0 | 0.9 | 2.0 | 2.5 | 1.4 | 3.7 |

Table 28: Graduates employed at 26 May 2000: Selected graduate, course and employment characteristics by relevance of course completed in 1999 to job at 26 May 2000

Base: Graduates employed at 26 May 2000

| | | Relevance of 1999 course | | | |
|---|---|---|---|---|---|
| | Total graduates employed at 26 May 2000 | Highly relevant | Some relevance | Very little relevance | Not at all relevant |
| Respondents | 30732 | 15812 | 7199 | 2358 | 4409 |
| Weighted respondents | 98263 | 49578 | 23728 | 8071 | 13981 |
| **Q3. Age at 26 May 2000** | | | | | |
| 15-19 | 14.8 | 13.6 | 12.4 | 17.8 | 21.5 |
| 20-24 | 29.1 | 33.1 | 22.8 | 27.2 | 27.5 |
| 25-29 | 12.5 | 12.2 | 13.7 | 12.3 | 12.3 |
| 30-34 | 9.0 | 8.4 | 10.6 | 9.4 | 8.1 |
| 35-39 | 10.7 | 9.7 | 13.4 | 10.7 | 9.3 |
| 40-44 | 10.0 | 9.7 | 11.3 | 9.2 | 9.2 |
| 45-49 | 7.1 | 6.9 | 8.3 | 7.2 | 6.0 |
| 50-54 | 4.4 | 4.3 | 5.1 | 3.7 | 3.6 |
| 55+ | 2.3 | 2.1 | 2.3 | 2.4 | 2.5 |
| Not Stated | 0.8 | 0.9 | 0.8 | 0.5 | 0.6 |
| **Q2. Sex** | | | | | |
| Male | 49.9 | 53.2 | 49.4 | 43.1 | 42.8 |
| Female | 50.1 | 46.8 | 50.6 | 56.9 | 57.2 |
| **Q1. Aboriginal or Torres Strait Islander** | | | | | |
| Yes | 1.5 | 1.4 | 1.6 | 0.9 | 1.8 |
| No | 98.5 | 98.6 | 98.4 | 99.1 | 98.2 |
| Not Stated | 1.6 | 1.4 | 1.5 | 1.4 | 1.2 |
| **Q5/6 Non-English speaking background** | | | | | |
| Yes | 27.1 | 23.8 | 29.8 | 31.9 | 29.5 |
| No | 72.9 | 76.2 | 70.2 | 68.1 | 70.5 |
| Not Stated | 1.2 | 1.0 | 1.1 | 0.5 | 0.9 |
| **Q4. Country of birth** | | | | | |
| Australia | 79.8 | 82.4 | 77.1 | 78.3 | 77.5 |
| Other | 20.2 | 17.6 | 22.9 | 21.7 | 22.5 |
| Other main English speaking | 6.7 | 7.3 | 6.1 | 5.4 | 6.9 |
| Other countries | 13.5 | 10.4 | 16.9 | 16.3 | 15.6 |
| Not stated | 6.2 | 5.9 | 6.2 | 5.9 | 5.4 |
| **Q7/8 Disability (more than one response possible)** | | | | | |
| Any (a) | 3.5 | 3.5 | 3.1 | 3.4 | 3.8 |
| Visual (not corrected by glasses) | 0.2 | 0.3 | 0.2 | 0.1 | 0.3 |
| Hearing (not corrected by hearing aid) | 0.3 | 0.4 | 0.3 | 0.1 | 0.2 |
| Physical | 0.9 | 0.8 | 0.8 | 1.0 | 1.1 |
| Intellectual | 0.2 | 0.2 | 0.2 | 0.1 | 0.5 |
| Chronic illness | 0.4 | 0.4 | 0.3 | 0.4 | 0.4 |
| Other | 0.6 | 0.6 | 0.4 | 0.6 | 0.8 |
| None | 96.5 | 96.5 | 96.9 | 96.6 | 96.2 |
| Not Stated | 2.0 | 1.8 | 1.9 | 2.1 | 1.7 |

Table 28: Continued...

| | Total graduates employed at 26 May 2000 | Relevance of 1999 course | | | |
|---|---|---|---|---|---|
| | | Highly relevant | Some relevance | Very little relevance | Not at all relevant |
| Respondents | 30732 | 15812 | 7199 | 2358 | 4409 |
| Weighted respondents | 98263 | 49578 | 23728 | 8071 | 13981 |
| **Field of Study** | | | | | |
| Land and marine resources, animal husbandry | 4.4 | 4.4 | 3.9 | 3.1 | 6.4 |
| Architecture, building | 6.2 | 8.6 | 3.6 | 3.0 | 3.9 |
| Arts, humanities and social sciences | 5.2 | 3.1 | 4.1 | 7.7 | 13.3 |
| Business, administration, economics | 21.7 | 18.1 | 28.3 | 28.6 | 20.1 |
| Education | 2.7 | 2.6 | 3.0 | 2.5 | 2.2 |
| Engineering, surveying | 15.9 | 20.3 | 13.3 | 9.6 | 8.9 |
| Health, community services | 21.1 | 23.0 | 20.9 | 18.0 | 15.5 |
| Law, legal studies | 0.4 | 0.4 | 0.4 | 0.5 | 0.8 |
| Science | 5.3 | 3.8 | 6.7 | 6.4 | 7.9 |
| Veterinary science, animal care | 0.6 | 0.7 | 0.3 | 0.4 | 0.8 |
| Services, hospitality, transportation | 13.1 | 13.4 | 11.3 | 14.0 | 14.5 |
| VET multifield education | 3.4 | 1.5 | 4.3 | 6.3 | 5.7 |
| **Q48. First full-time job at 26 May 2000** | | | | | |
| Yes | 26.0 | 31.7 | 22.1 | 18.7 | 16.4 |
| No | 74.0 | 68.3 | 77.9 | 81.3 | 83.6 |
| Not Stated | 3.1 | 1.1 | 1.0 | 0.7 | 1.7 |
| **Q36/38 Employment status at 26 May 2000** | | | | | |
| Employee | 94.1 | 94.1 | 94.2 | 95.0 | 94.2 |
| Permanent | 67.2 | 75.4 | 70.1 | 57.9 | 42.7 |
| Casual | 25.9 | 18.1 | 23.5 | 36.7 | 51.1 |
| Employer | 1.5 | 1.5 | 1.6 | 1.0 | 1.7 |
| Self employed | 4.4 | 4.5 | 4.3 | 4.0 | 4.2 |
| Not Stated | 1.1 | 0.2 | 0.1 | 0.4 | 0.3 |
| **Q40. Industry of employment at 26 May 2000** | | | | | |
| Agriculture, forestry and fishing | 3.0 | 2.7 | 3.7 | 3.4 | 2.7 |
| Mining | 1.5 | 2.0 | 1.4 | 0.6 | 0.5 |
| Manufacturing | 11.7 | 11.9 | 13.3 | 9.7 | 9.8 |
| Electricity, gas and water supply | 0.8 | 0.9 | 0.9 | 0.8 | 0.6 |
| Construction | 8.6 | 10.9 | 7.1 | 4.8 | 4.8 |
| Wholesale trade | 1.6 | 1.4 | 1.8 | 2.2 | 1.5 |
| Retail trade | 15.1 | 11.2 | 12.4 | 21.2 | 30.0 |
| Accommodation, cafes and restaurants | 7.1 | 6.3 | 6.5 | 9.1 | 10.0 |
| Transport and storage | 3.4 | 3.3 | 3.6 | 3.5 | 3.2 |
| Communication services | 1.3 | 0.8 | 2.2 | 1.7 | 1.6 |
| Finance and insurance | 2.4 | 1.4 | 3.4 | 4.6 | 2.7 |
| Property and business services | 9.8 | 9.0 | 11.4 | 10.5 | 9.7 |
| Government administration and defence | 3.5 | 2.9 | 4.3 | 3.9 | 3.7 |
| Education | 6.7 | 6.7 | 8.6 | 5.7 | 3.9 |
| Health and community services | 16.0 | 20.4 | 13.1 | 10.7 | 8.3 |
| Cultural and recreational services | 2.8 | 2.7 | 2.5 | 3.1 | 3.4 |
| Personal and other services | 4.7 | 5.4 | 3.7 | 4.5 | 3.6 |
| Not Stated | 11.4 | 10.1 | 9.6 | 9.5 | 9.0 |

Table 28: Continued...

| | Total graduates employed at 26 May 2000 | Relevance of 1999 course: Highly relevant | Some relevance | Very little relevance | Not at all relevant |
|---|---|---|---|---|---|
| Respondents | 30732 | 15812 | 7199 | 2358 | 4409 |
| Weighted respondents | 98263 | 49578 | 23728 | 8071 | 13981 |
| Q39. Occupation at 26 May 2000 | | | | | |
| Managers and administrators | 4.5 | 4.7 | 5.1 | 3.4 | 3.3 |
| Professionals | 12.8 | 14.2 | 13.3 | 12.1 | 7.9 |
| Technicians and associate professionals | 9.5 | 9.9 | 11.0 | 7.8 | 6.9 |
| Tradespersons and related workers | 22.3 | 29.4 | 17.7 | 11.3 | 11.1 |
| Advanced clerical and service workers | 4.3 | 3.8 | 5.4 | 5.4 | 3.6 |
| Intermediate clerical, sales and service workers | 24.2 | 24.0 | 25.7 | 26.0 | 22.2 |
| Intermediate production and transport workers | 4.5 | 3.8 | 4.3 | 6.1 | 6.1 |
| Elementary clerical, sales and service workers | 10.5 | 5.4 | 10.7 | 17.8 | 24.1 |
| Labourers and related workers | 7.3 | 4.9 | 6.9 | 10.0 | 14.9 |
| Not Stated | 9.1 | 7.6 | 7.3 | 7.5 | 7.5 |
| Level of qualification completed | | | | | |
| Diploma | 0.3 | 0.4 | 0.1 | 0.1 | 0.2 |
| Associate Diploma | 1.8 | 2.2 | 1.5 | 1.2 | 1.5 |
| Advanced Certificate - Post Trade | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 |
| Advanced Certificate - Other | 1.2 | 1.3 | 1.1 | 1.2 | 1.4 |
| Certificate - Trade | 5.7 | 8.9 | 2.9 | 1.9 | 1.5 |
| Certificate - Other | 5.7 | 4.8 | 6.4 | 7.0 | 6.6 |
| AQF- Advanced Diploma | 3.1 | 2.8 | 3.4 | 3.4 | 3.3 |
| AQF- Diploma | 12.2 | 12.1 | 12.1 | 12.7 | 13.1 |
| AQF- Certificate IV | 14.8 | 13.9 | 17.2 | 14.9 | 15.0 |
| AQF- Certificate III | 27.8 | 31.0 | 23.7 | 23.7 | 24.9 |
| AQF- Certificate II | 20.4 | 17.0 | 24.3 | 23.1 | 22.2 |
| AQF- Certificate I | 6.9 | 5.3 | 7.1 | 10.8 | 10.0 |
| Other (c) | # | # | # | 0.0 | 0.0 |

Table 29: Graduates employed at 26 May 2000: Selected employment and course characteristics by benefits received as a result of course completed in 1999

Base: Graduates employed at 26 May 2000

| | Total graduates employed at 26 May 2000 | Benefits received (i) | | | | | |
|---|---|---|---|---|---|---|---|
| | | Got a job | Received increase in earnings | Received promotion | Change of job | Other | None of these |
| Respondents | 30732 | 8309 | 7154 | 5094 | 5142 | 4705 | 8292 |
| Weighted respondents | 98263 | 24956 | 22704 | 16463 | 15587 | 14527 | 28181 |
| **Q39. Occupation at 26 May 2000** | | | | | | | |
| Managers and administrators | 4.5 | 2.6 | 4.2 | 4.9 | 4.5 | 5.5 | 5.1 |
| Professionals | 12.8 | 11.0 | 10.8 | 13.6 | 15.9 | 15.3 | 13.8 |
| Technicians and associate professionals | 9.5 | 7.7 | 10.3 | 13.0 | 11.4 | 10.5 | 9.2 |
| Tradespersons and related workers | 22.3 | 25.3 | 34.2 | 29.0 | 14.6 | 19.6 | 16.0 |
| Advanced clerical and service workers | 4.3 | 4.6 | 3.8 | 3.8 | 5.5 | 4.5 | 4.0 |
| Intermediate clerical, sales and service workers | 24.2 | 29.3 | 21.9 | 20.9 | 30.1 | 23.3 | 21.9 |
| Intermediate production and transport workers | 4.5 | 3.1 | 3.4 | 3.9 | 3.3 | 4.9 | 5.4 |
| Elementary clerical, sales and service workers | 10.5 | 9.5 | 5.9 | 6.0 | 10.1 | 9.5 | 15.2 |
| Labourers and related workers | 7.3 | 7.0 | 5.5 | 4.9 | 4.6 | 6.9 | 9.4 |
| Not Stated | 9.1 | 10.3 | 7.6 | 5.8 | 5.1 | 6.0 | 6.5 |
| **Level of qualification completed** | | | | | | | |
| Diploma | 0.3 | 0.5 | 0.4 | 0.4 | 0.2 | 0.3 | 0.1 |
| Associate Diploma | 1.8 | 2.2 | 2.6 | 3.0 | 2.6 | 1.4 | 1.2 |
| Advanced Certificate - Post Trade | 0.2 | # | 0.3 | 0.2 | 0.1 | 0.2 | 0.2 |
| Advanced Certificate - Other | 1.2 | 0.8 | 1.3 | 1.6 | 1.5 | 1.2 | 1.5 |
| Certificate - Trade | 5.7 | 7.3 | 12.2 | 8.6 | 3.6 | 4.9 | 2.3 |
| Certificate - Other | 5.7 | 5.6 | 4.8 | 4.2 | 6.1 | 5.9 | 5.6 |
| AQF - Advanced Diploma | 3.1 | 3.8 | 3.4 | 3.9 | 4.6 | 2.9 | 2.4 |
| AQF - Diploma | 12.2 | 15.3 | 12.6 | 13.0 | 17.5 | 11.9 | 10.7 |
| AQF - Certificate IV | 14.8 | 9.5 | 12.6 | 17.6 | 17.7 | 18.3 | 16.3 |
| AQF - Certificate III | 27.8 | 30.1 | 33.6 | 30.8 | 27.2 | 27.0 | 23.4 |
| AQF - Certificate II | 20.4 | 18.1 | 13.3 | 13.5 | 14.6 | 19.7 | 26.9 |
| AQF - Certificate I | 6.9 | 6.9 | 2.8 | 3.2 | 4.4 | 6.3 | 9.5 |
| Other (c) | # | # | 0.0 | 0.0 | 0.0 | 0.0 | # |
| **Field of Study** | | | | | | | |
| Land and marine resources, animal husbandry | 4.4 | 3.5 | 4.4 | 5.0 | 4.4 | 5.2 | 4.4 |
| Architecture, building | 6.2 | 8.4 | 10.6 | 7.6 | 3.9 | 5.1 | 3.3 |
| Arts, humanities and social sciences | 5.2 | 4.6 | 2.5 | 2.5 | 5.0 | 6.9 | 7.3 |
| Business, administration, economics | 21.7 | 19.3 | 20.0 | 24.6 | 27.5 | 22.7 | 22.2 |
| Education | 2.7 | 1.4 | 1.3 | 2.3 | 2.4 | 3.7 | 3.4 |
| Engineering, surveying | 15.9 | 18.2 | 25.2 | 20.7 | 12.1 | 13.5 | 11.1 |
| Health, community services | 21.1 | 18.4 | 16.1 | 15.4 | 19.1 | 21.5 | 26.9 |
| Law, legal studies | 0.4 | 0.4 | 0.4 | 0.7 | 0.5 | 0.4 | 0.4 |
| Science | 5.3 | 5.1 | 4.4 | 4.3 | 6.5 | 5.4 | 6.4 |
| Veterinary science, animal care | 0.6 | 0.3 | 0.8 | 0.7 | 0.7 | 0.5 | 0.5 |
| Services, hospitality, transportation | 13.1 | 16.2 | 13.0 | 14.8 | 14.9 | 11.6 | 10.9 |
| VET multifield education | 3.4 | 4.1 | 1.5 | 1.5 | 2.9 | 3.6 | 3.2 |

Table 29: Continued...

| | Total graduates employed at 26 May 2000 | Benefits received (i) | | | | | |
|---|---|---|---|---|---|---|---|
| | | Got a job | Received increase in earnings | Received promotion | Change of job | Other | None of these |
| Respondents | 30732 | 8309 | 7154 | 5094 | 5142 | 4705 | 8292 |
| Weighted respondents | 98263 | 24956 | 22704 | 16463 | 15587 | 14527 | 28181 |
| Q41. Sector of business at 26 May 2000 | | | | | | | |
| Private | 79.1 | 82.7 | 83.7 | 79.0 | 78.3 | 77.1 | 75.9 |
| Public | 20.9 | 17.3 | 16.3 | 21.0 | 21.7 | 22.9 | 24.1 |
| Not Stated | 3.9 | 3.1 | 2.1 | 1.4 | 1.8 | 2.4 | 1.9 |
| Q2. Sex | | | | | | | |
| Male | 49.9 | 47.5 | 57.8 | 57.9 | 41.8 | 47.9 | 47.5 |
| Female | 50.1 | 52.5 | 42.2 | 42.1 | 58.2 | 52.1 | 52.5 |
| Q36/38 Employment status at 26 May 2000 | | | | | | | |
| Employee | 94.1 | 97.0 | 96.0 | 96.2 | 93.6 | 89.9 | 94.2 |
| Permanent | 67.2 | 65.5 | 79.7 | 84.2 | 66.2 | 62.5 | 63.5 |
| Casual | 25.9 | 30.8 | 16.0 | 11.7 | 26.9 | 26.6 | 30.2 |
| Employer | 1.5 | 0.6 | 1.1 | 1.2 | 1.2 | 2.6 | 1.5 |
| Self employed | 4.4 | 2.4 | 3.0 | 2.6 | 5.2 | 7.6 | 4.3 |
| Not Stated | 1.1 | 0.2 | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | |
| Employed | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Full-time | 66.2 | 65.3 | 81.9 | 84.6 | 66.5 | 61.9 | 60.5 |
| Part-time | 30.6 | 33.3 | 16.9 | 14.4 | 32.1 | 36.2 | 38.3 |

Table 30: Graduates employed at 26 May 2000: Selected graduate, course and employment characteristics by time taken to find a job after course completed in 1999

Base: Graduates employed at 26 May 2000

| | | Time taken to find a job | | | |
|---|---|---|---|---|---|
| | Total graduates employed at 26 May 2000 | Already had a job | Less than 4 months | 4-6 months | More than 6 months |
| Respondents | 30732 | 20597 | 6333 | 1514 | 845 |
| Weighted respondents | 98253 | 68063 | 18679 | 4534 | 2560 |
| Q3. Age at 26 May 2000 | | | | | |
| 15-19 | 14.8 | 11.5 | 24.7 | 22.3 | 14.9 |
| 20-24 | 29.1 | 29.2 | 30.2 | 27.4 | 29.2 |
| 25-29 | 12.5 | 13.1 | 11.7 | 11.0 | 12.4 |
| 30-34 | 9.0 | 9.2 | 7.9 | 9.7 | 9.5 |
| 35-39 | 10.7 | 11.2 | 8.8 | 9.5 | 11.2 |
| 40-44 | 10.0 | 10.4 | 8.3 | 11.0 | 10.2 |
| 45-49 | 7.1 | 7.7 | 5.0 | 5.9 | 8.6 |
| 50-54 | 4.4 | 5.0 | 2.5 | 1.6 | 3.1 |
| 55+ | 2.3 | 2.7 | 0.9 | 1.6 | 0.9 |
| Not Stated | 0.8 | 0.8 | 0.7 | 0.4 | 0.2 |
| Q2. Sex | | | | | |
| Male | 49.9 | 54.3 | 39.3 | 37.7 | 38.8 |
| Female | 50.1 | 45.7 | 60.7 | 62.3 | 61.2 |
| Q1. Aboriginal or Torres Strait Islander | | | | | |
| Yes | 1.5 | 1.4 | 1.6 | 1.4 | 2.0 |
| No | 98.5 | 98.6 | 98.4 | 98.6 | 98.0 |
| Not Stated | 1.6 | 1.5 | 1.2 | 0.9 | 1.9 |
| Q5/6 Non-English speaking background | | | | | |
| Yes | 27.1 | 24.7 | 30.3 | 34.0 | 41.9 |
| No | 72.9 | 75.3 | 69.7 | 66.0 | 58.1 |
| Not Stated | 1.2 | 1.0 | 1.0 | 0.6 | 0.8 |
| Q4. Country of birth | | | | | |
| Australia | 79.8 | 81.5 | 78.0 | 74.0 | 66.2 |
| Other | 20.2 | 18.5 | 22.0 | 26.0 | 33.8 |
| Other main English speaking | 6.7 | 7.0 | 6.0 | 5.3 | 8.1 |
| Other countries | 13.5 | 11.5 | 15.9 | 20.7 | 25.6 |
| Not stated | 6.2 | 5.9 | 5.7 | 4.0 | 8.3 |
| Q7/8 Disability (more than one response possible) | | | | | |
| Any (a) | 3.5 | 2.9 | 3.9 | 6.4 | 6.1 |
| Visual (not corrected by glasses) | 0.2 | 0.2 | 0.2 | 0.1 | 0.4 |
| Hearing (not corrected by hearing aid) | 0.3 | 0.3 | 0.3 | 1.2 | 0.3 |
| Physical | 0.9 | 0.7 | 0.9 | 2.0 | 1.3 |
| Intellectual | 0.2 | 0.2 | 0.3 | 0.6 | 0.4 |
| Chronic illness | 0.4 | 0.3 | 0.5 | 0.5 | 1.3 |
| Other | 0.6 | 0.5 | 0.7 | 1.2 | 0.9 |
| None | 96.5 | 97.1 | 96.1 | 93.6 | 93.9 |
| Not Stated | 2.0 | 1.9 | 1.7 | 1.2 | 2.3 |

Table 30: Continued...

| | Total graduates employed at 26 May 2000 | Time taken to find a job | | | |
|---|---|---|---|---|---|
| | | Already had a job | Less than 4 months | 4-6 months | More than 6 months |
| Respondents | 30732 | 20597 | 6333 | 1514 | 845 |
| Weighted respondents | 98263 | 68063 | 18679 | 4534 | 2560 |
| Q11. Highest pre-course educational qualifications since school (Summary) | | | | | |
| Bachelor degree or higher | 8.6 | 8.9 | 7.3 | 8.4 | 10.5 |
| Other post-school educational qualification | 52.5 | 54.3 | 47.3 | 48.7 | 48.8 |
| No post-school educational qualification (b) | 38.9 | 36.8 | 45.5 | 42.8 | 40.7 |
| Not Stated | 5.7 | 4.9 | 6.5 | 5.4 | 5.4 |
| Level of qualification completed | | | | | |
| Diploma | 0.3 | 0.2 | 0.6 | 0.3 | 0.6 |
| Associate Diploma | 1.8 | 1.8 | 2.1 | 2.3 | 1.3 |
| Advanced Certificate - Post Trade | 0.2 | 0.2 | 0.1 | 0.0 | 0.2 |
| Advanced Certificate - Other | 1.2 | 1.5 | 0.5 | 0.8 | 1.3 |
| Certificate - Trade | 5.7 | 7.5 | 1.4 | 1.0 | 1.7 |
| Certificate - Other | 5.7 | 5.1 | 6.5 | 7.5 | 10.8 |
| AQF - Advanced Diploma | 3.1 | 2.9 | 3.3 | 4.5 | 4.0 |
| AQF - Diploma | 12.2 | 10.3 | 18.0 | 18.2 | 11.5 |
| AQF - Certificate IV | 14.8 | 15.9 | 12.3 | 12.8 | 9.0 |
| AQF - Certificate III | 27.8 | 28.5 | 26.1 | 23.7 | 28.0 |
| AQF - Certificate II | 20.4 | 20.2 | 20.6 | 18.2 | 21.4 |
| AQF - Certificate I | 6.9 | 5.9 | 8.6 | 10.4 | 10.1 |
| Other (c) | # | # | 0.0 | 0.1 | 0.1 |
| Field of Study | | | | | |
| Land and marine resources, animal husbandry | 4.4 | 4.8 | 3.7 | 3.4 | 2.6 |
| Architecture, building | 6.2 | 6.9 | 4.9 | 3.3 | 3.6 |
| Arts, humanities and social sciences | 5.2 | 4.7 | 5.7 | 8.1 | 6.6 |
| Business, administration, economics | 21.7 | 20.6 | 24.0 | 23.7 | 28.2 |
| Education | 2.7 | 3.0 | 1.6 | 1.9 | 2.1 |
| Engineering, surveying | 15.9 | 18.6 | 9.9 | 9.5 | 10.2 |
| Health, community services | 21.1 | 21.3 | 21.6 | 17.3 | 13.6 |
| Law, legal studies | 0.4 | 0.4 | 0.6 | 1.0 | 0.9 |
| Science | 5.3 | 4.7 | 6.3 | 8.2 | 8.3 |
| Veterinary science, animal care | 0.6 | 0.7 | 0.3 | 0.3 | 0.6 |
| Services, hospitality, transportation | 13.1 | 12.2 | 16.1 | 15.2 | 14.2 |
| VET multifield education | 3.4 | 2.1 | 5.3 | 8.1 | 9.1 |

Table 30: Continued...

| | Total graduates employed at 26 May 2000 | Time taken to find a job | | | |
|---|---|---|---|---|---|
| | | Already had a job | Less than 4 months | 4-6 months | More than 6 months |
| Respondents | 30732 | 20597 | 6333 | 1514 | 845 |
| Weighted respondents | 98263 | 68063 | 18679 | 4534 | 2560 |
| **Q40. Industry of employment at 26 May 2000** | | | | | |
| Agriculture, forestry and fishing | 3.0 | 3.1 | 2.9 | 2.0 | 3.9 |
| Mining | 1.5 | 1.8 | 0.6 | 0.7 | 0.9 |
| Manufacturing | 11.7 | 13.1 | 7.8 | 9.7 | 9.4 |
| Electricity, gas and water supply | 0.8 | 0.9 | 0.7 | 0.1 | 0.1 |
| Construction | 8.6 | 9.2 | 7.8 | 4.1 | 5.4 |
| Wholesale trade | 1.6 | 1.5 | 1.7 | 1.6 | 4.0 |
| Retail trade | 15.1 | 15.0 | 13.9 | 17.1 | 19.4 |
| Accommodation, cafes and restaurants | 7.1 | 6.2 | 9.5 | 9.3 | 8.0 |
| Transport and storage | 3.4 | 3.4 | 3.3 | 3.9 | 3.7 |
| Communication services | 1.3 | 1.3 | 1.5 | 2.1 | 1.3 |
| Finance and insurance | 2.4 | 2.3 | 2.6 | 3.0 | 2.6 |
| Property and business services | 9.8 | 8.5 | 13.3 | 14.6 | 14.0 |
| Government administration and defence | 3.5 | 3.8 | 2.3 | 3.3 | 2.4 |
| Education | 6.7 | 7.2 | 5.6 | 5.2 | 4.7 |
| Health and community services | 16.0 | 15.2 | 19.1 | 16.8 | 14.5 |
| Cultural and recreational services | 2.8 | 2.5 | 3.6 | 3.3 | 2.4 |
| Personal and other services | 4.7 | 5.0 | 3.9 | 3.2 | 3.3 |
| Not Stated | 11.4 | 8.8 | 11.7 | 10.7 | 16.9 |
| **Q39. Occupation at 26 May 2000** | | | | | |
| Managers and administrators | 4.5 | 5.1 | 3.3 | 2.1 | 2.2 |
| Professionals | 12.8 | 13.2 | 11.8 | 13.7 | 9.2 |
| Technicians and associate professionals | 9.5 | 10.2 | 7.9 | 8.7 | 9.0 |
| Tradespersons and related workers | 22.3 | 25.5 | 15.5 | 11.2 | 11.8 |
| Advanced clerical and service workers | 4.3 | 3.9 | 5.5 | 5.5 | 5.7 |
| Intermediate clerical, sales and service workers | 24.2 | 21.5 | 33.1 | 29.4 | 26.8 |
| Intermediate production and transport workers | 4.5 | 4.8 | 2.9 | 4.7 | 5.0 |
| Elementary clerical, sales and service workers | 10.5 | 9.2 | 12.5 | 15.6 | 18.3 |
| Labourers and related workers | 7.3 | 6.8 | 7.6 | 9.0 | 12.1 |
| Not Stated | 9.1 | 6.4 | 9.6 | 9.4 | 15.2 |
| **Q48. First full-time job at 26 May 2000** | | | | | |
| Yes | 26.0 | 24.6 | 32.1 | 27.5 | 25.6 |
| No | 74.0 | 75.4 | 67.9 | 72.5 | 74.4 |
| Not Stated | 3.1 | 0.9 | 1.1 | 1.4 | 2.6 |

Table 30: Continued...

| | Total graduates employed at 26 May 2000 | Time taken to find a job | | | |
|---|---|---|---|---|---|
| | | Already had a job | Less than 4 months | 4-6 months | More than 6 months |
| Respondents | 30732 | 20597 | 6333 | 1514 | 845 |
| Weighted respondents | 98263 | 68063 | 18679 | 4534 | 2560 |
| Q49. Relevance of course to job at 26 May 2000 | | | | | |
| Highly relevant | 52.0 | 53.4 | 55.4 | 43.0 | 27.9 |
| Some relevance | 24.9 | 25.7 | 22.6 | 23.2 | 23.1 |
| Very little relevance | 8.5 | 8.1 | 7.6 | 13.2 | 14.1 |
| Not at all relevant | 14.7 | 12.8 | 14.3 | 20.6 | 34.8 |
| Not Stated | 3.0 | 0.9 | 1.1 | 1.5 | 1.8 |
| Q36/38 Employment status at 26 May 2000 | | | | | |
| Employee | 94.1 | 93.7 | 96.5 | 95.4 | 93.0 |
| Permanent | 67.2 | 74.0 | 57.3 | 45.8 | 37.6 |
| Casual | 25.9 | 19.3 | 38.2 | 48.8 | 54.3 |
| Employer | 1.5 | 1.9 | 0.4 | 0.5 | 1.5 |
| Self employed | 4.4 | 4.5 | 3.1 | 4.0 | 5.5 |
| Not Stated | 1.1 | 0.3 | 0.2 | 0.4 | 0.3 |
| Q39. Occupation at 26 May 2000 | | | | | |
| Managers and administrators | 4.5 | 5.1 | 3.3 | 2.1 | 2.2 |
| Professionals | 12.8 | 13.2 | 11.8 | 13.7 | 9.2 |
| Technicians and associate professionals | 9.5 | 10.2 | 7.9 | 8.7 | 9.0 |
| Tradespersons and related workers | 22.3 | 25.5 | 15.5 | 11.2 | 11.8 |
| Advanced clerical and service workers | 4.3 | 3.9 | 5.5 | 5.5 | 5.7 |
| Intermediate clerical, sales and service workers | 24.2 | 21.5 | 33.1 | 29.4 | 26.8 |
| Intermediate production and transport workers | 4.5 | 4.8 | 2.9 | 4.7 | 5.0 |
| Elementary clerical, sales and service workers | 10.5 | 9.2 | 12.5 | 15.6 | 18.3 |
| Labourers and related workers | 7.3 | 6.8 | 7.6 | 9.0 | 12.1 |
| Not Stated | 9.1 | 6.4 | 9.6 | 9.4 | 15.2 |

Table 31: Graduates employed at 26 May 2000: Selected graduate, course and employment characteristics by whether first full-time job at 26 May 2000

Base: Graduates employed at 26 May 2000

| | | Whether first full-time job | | | |
|---|---|---|---|---|---|
| | | Employed full-time | | | |
| | Total Graduates employed at 26 May 2000 | Total | First full-time job | Not first full-time job | Employed part-time |
| Respondents | 30732 | 19195 | 6454 | 12594 | 10521 |
| Weighted respondents | 98263 | 65081 | 21862 | 42674 | 30099 |
| Q3. Age at 26 May 2000 | | | | | |
| 15-19 | 14.8 | 13.7 | 30.8 | 4.9 | 17.4 |
| 20-24 | 29.1 | 32.1 | 49.6 | 23.2 | 23.1 |
| 25-29 | 12.5 | 14.1 | 7.0 | 17.9 | 9.2 |
| 30-34 | 9.0 | 9.5 | 3.3 | 12.7 | 7.9 |
| 35-39 | 10.7 | 10.0 | 3.4 | 13.4 | 12.1 |
| 40-44 | 10.0 | 8.7 | 2.5 | 11.8 | 12.6 |
| 45-49 | 7.1 | 6.4 | 1.9 | 8.7 | 8.7 |
| 50-54 | 4.4 | 3.8 | 1.1 | 5.1 | 5.7 |
| 55+ | 2.3 | 1.8 | 0.4 | 2.4 | 3.3 |
| Not Stated | 0.8 | 0.7 | 0.6 | 0.8 | 0.7 |
| Q2. Sex | | | | | |
| Male | 49.9 | 60.7 | 64.8 | 58.7 | 26.8 |
| Female | 50.1 | 39.3 | 35.2 | 41.3 | 73.2 |
| Q1. Aboriginal or Torres Strait Islander | | | | | |
| Yes | 1.5 | 1.4 | 1.1 | 1.5 | 1.6 |
| No | 98.5 | 98.6 | 98.9 | 98.5 | 98.4 |
| Not Stated | 1.6 | 1.5 | 1 | 1.6 | 1.2 |
| Q5/6 Non-English speaking background | | | | | |
| Yes | 27.1 | 25.9 | 26.8 | 25.5 | 29.0 |
| No | 72.9 | 74.1 | 73.2 | 74.5 | 71.0 |
| Not Stated | 1.2 | 0.9 | 0.8 | 0.9 | 0.9 |
| Q4. Country of birth | | | | | |
| Australia | 79.8 | 81.4 | 86.5 | 78.8 | 76.8 |
| Other | 20.2 | 18.6 | 13.5 | 21.2 | 23.2 |
| Other main English speaking | 6.7 | 6.4 | 2.9 | 8.3 | 7.5 |
| Other countries | 13.5 | 12.2 | 10.6 | 12.9 | 15.7 |
| Not stated | 6.2 | 6.4 | 5.5 | 6.5 | 4.9 |
| Q7/8 Disability (more than one response possible) | | | | | |
| Any (a) | 3.5 | 2.8 | 2.5 | 2.9 | 4.7 |
| Visual (not corrected by glasses) | 0.2 | 0.2 | 0.1 | 0.3 | 0.2 |
| Hearing (not corrected by hearing aid) | 0.3 | 0.3 | 0.2 | 0.3 | 0.4 |
| Physical | 0.9 | 0.6 | 0.4 | 0.7 | 1.3 |
| Intellectual | 0.2 | 0.2 | 0.3 | 0.1 | 0.2 |
| Chronic illness | 0.4 | 0.2 | 0.1 | 0.2 | 0.8 |
| Other | 0.6 | 0.5 | 0.3 | 0.6 | 0.8 |
| None | 96.5 | 97.2 | 97.5 | 97.1 | 95.3 |
| Not Stated | 2.0 | 1.8 | 1.7 | 1.8 | 1.7 |

Table 31: Continued...

| | | Whether first full-time job | | | |
|---|---|---|---|---|---|
| | | Employed full-time | | | |
| | Total Graduates employed at 26 May 2000 | Total | First full-time job | Not first full-time job | Employed part-time |
| Respondents | 30732 | 19195 | 6454 | 12594 | 10521 |
| Weighted respondents | 98263 | 65081 | 21862 | 42674 | 30099 |
| Q11. Highest Pre-course educational qualifications since school (Summary) | | | | | |
| Bachelor Degree or higher | 8.6 | 8.7 | 5.0 | 10.5 | 8.4 |
| Other post-school educational qualification | 52.5 | 53.1 | 40.5 | 59.6 | 51.1 |
| No post-school educational qualification (b) | 38.9 | 38.2 | 54.5 | 29.9 | 40.6 |
| Not Stated | 5.7 | 5.5 | 5.6 | 5.2 | 5.2 |
| Level of qualification completed | | | | | |
| Diploma | 0.3 | 0.2 | 0.3 | 0.2 | 0.3 |
| Associate Diploma | 1.8 | 2.0 | 1.8 | 2.1 | 1.6 |
| Advanced Certificate - Post Trade | 0.2 | 0.2 | 0.1 | 0.2 | 0.1 |
| Advanced Certificate - Other | 1.2 | 1.2 | 0.9 | 1.4 | 1.3 |
| Certificate - Trade | 5.7 | 8.2 | 13.2 | 5.6 | 0.6 |
| Certificate - Other | 5.7 | 5.3 | 4.7 | 5.7 | 6.3 |
| AQF- Advanced Diploma | 3.1 | 3.1 | 3.3 | 3.1 | 3.1 |
| AQF- Diploma | 12.2 | 11.0 | 10.8 | 11.2 | 14.9 |
| AQF- Certificate IV | 14.8 | 14.5 | 7.5 | 18.1 | 15.7 |
| AQF- Certificate III | 27.8 | 27.6 | 32.4 | 25.2 | 27.9 |
| AQF- Certificate II | 20.4 | 19.6 | 16.5 | 20.9 | 21.6 |
| AQF- Certificate I | 6.9 | 7.1 | 8.3 | 6.3 | 6.6 |
| Other (c) | # | # | # | # | # |
| Field of Study | | | | | |
| Land and marine resources, animal husbandry | 4.4 | 4.8 | 3.8 | 5.3 | 3.6 |
| Architecture, building | 6.2 | 8.2 | 11.7 | 6.5 | 1.7 |
| Arts, humanities and social sciences | 5.2 | 3.4 | 3.3 | 3.5 | 9.0 |
| Business, administration, economics | 21.7 | 22.1 | 16.6 | 25.1 | 21.2 |
| Education | 2.7 | 2.3 | 0.4 | 3.2 | 3.5 |
| Engineering, surveying | 15.9 | 21.7 | 30.8 | 17.0 | 3.8 |
| Health, community services | 21.1 | 17.0 | 11.4 | 19.6 | 29.6 |
| Law, legal studies | 0.4 | 0.5 | 0.5 | 0.5 | 0.3 |
| Science | 5.3 | 5.0 | 3.6 | 5.7 | 6.2 |
| Veterinary science, animal care | 0.6 | 0.5 | 0.5 | 0.5 | 0.8 |
| Services, hospitality, transportation | 13.1 | 12.3 | 14.9 | 11.0 | 14.8 |
| VET multifield education | 3.4 | 2.2 | 2.4 | 2.1 | 5.4 |

Table 31: Continued...

| | | Whether first full-time job | | | |
|---|---|---|---|---|---|
| | | Employed full-time | | | |
| | Total Graduates employed at 26 May 2000 | Total | First full-time job | Not first full-time job | Employed part-time |
| Respondents | 30732 | 19195 | 6454 | 12594 | 10521 |
| Weighted respondents | 98263 | 65081 | 21862 | 42674 | 30099 |
| Q40. Industry of employment at 26 May 2000 | | | | | |
| Agriculture, forestry and fishing | 3.0 | 3.5 | 3.3 | 3.6 | 1.9 |
| Mining | 1.5 | 2.1 | 2.1 | 2.2 | 0.2 |
| Manufacturing | 11.7 | 15.3 | 17.0 | 14.4 | 4.1 |
| Electricity, gas and water supply | 0.8 | 1.2 | 1.2 | 1.2 | 0.1 |
| Construction | 8.6 | 11.4 | 14.8 | 9.7 | 2.4 |
| Wholesale trade | 1.6 | 1.8 | 1.6 | 1.9 | 1.1 |
| Retail trade | 15.1 | 12.5 | 17.7 | 10.0 | 20.8 |
| Accommodation, cafes and restaurants | 7.1 | 5.0 | 5.3 | 4.8 | 11.8 |
| Transport and storage | 3.4 | 4.0 | 4.1 | 4.0 | 2.3 |
| Communication services | 1.3 | 1.7 | 1.1 | 2.0 | 0.7 |
| Finance and insurance | 2.4 | 2.8 | 2.4 | 3.0 | 1.4 |
| Property and business services | 9.8 | 10.8 | 9.8 | 11.3 | 7.8 |
| Government administration and defence | 3.5 | 4.5 | 2.6 | 5.4 | 1.4 |
| Education | 6.7 | 4.7 | 2.2 | 6.0 | 10.7 |
| Health and community services | 16.0 | 11.4 | 8.0 | 13.0 | 25.8 |
| Cultural and recreational services | 2.8 | 2.2 | 2.0 | 2.3 | 4.0 |
| Personal and other services | 4.7 | 5.1 | 4.9 | 5.2 | 3.6 |
| Not Stated | 11.4 | 9.5 | 12.0 | 8.1 | 10.2 |
| Q39. Occupation at 26 May 2000 | | | | | |
| Managers and administrators | 4.5 | 5.4 | 3.4 | 6.4 | 2.5 |
| Professionals | 12.8 | 12.2 | 7.3 | 14.4 | 14.0 |
| Technicians and associate professionals | 9.5 | 11.2 | 7.7 | 13.0 | 5.9 |
| Tradespersons and related workers | 22.3 | 29.9 | 41.9 | 24.0 | 6.0 |
| Advanced clerical and service workers | 4.3 | 4.3 | 3.7 | 4.6 | 4.1 |
| Intermediate clerical, sales and service workers | 24.2 | 18.6 | 17.1 | 19.5 | 36.7 |
| Intermediate production and transport workers | 4.5 | 5.3 | 3.8 | 6.1 | 2.6 |
| Elementary clerical, sales and service workers | 10.5 | 6.7 | 8.2 | 5.9 | 19.0 |
| Labourers and related workers | 7.3 | 6.4 | 6.9 | 6.2 | 9.2 |
| Not Stated | 9.1 | 7.1 | 9.5 | 5.8 | 8.3 |

Table 32. Average weekly earnings of graduates employed at 26 May, 2000: Selected course and employment characteristics by full-time and part-time employment

Base: Graduate employees at 26 May 2000 with income stated

| | | Average weekly earnings at 26 May 2000 ($) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | | Employed full-time | | | Employed part-time | | |
| | Total graduates | Males | Females | Persons | Males | Females | Persons | Males | Females |
| Respondents | 26456 | 11838 | 14616 | 17089 | 9748 | 7340 | 9203 | 2018 | 7184 |
| Weighted respondents | 84939 | 41871 | 43066 | 58038 | 34651 | 23386 | 26336 | 6953 | 19382 |
| Level of qualification completed | | | | | | | | | |
| Diploma | 466 | 586 | 430 | 614 | 727 | 569 | 252 | 213 | 260 |
| Associat Diploma | 601 | 723 | 453 | 706 | 801 | 536 | 319 | 279 | 336 |
| Advanced Certificate - Post Trade | 703 | 784 | 444 | 801 | 854 | 503 | 308 | 200 | 383 |
| Advanced Certificate - Other | 592 | 752 | 442 | 749 | 824 | 623 | 267 | 247 | 271 |
| Certificate- Trade | 556 | 562 | 398 | 561 | 566 | 435 | 391 | 436 | 208 |
| Certificate- Other | 470 | 549 | 423 | 556 | 579 | 534 | 295 | 350 | 285 |
| AQF- Advanced Diploma | 573 | 630 | 511 | 705 | 756 | 641 | 256 | 253 | 259 |
| AQF- Diploma | 531 | 635 | 454 | 698 | 794 | 609 | 263 | 262 | 263 |
| AQF- Certificate IV | 610 | 721 | 520 | 765 | 831 | 688 | 306 | 308 | 306 |
| AQF- Certificate III | 479 | 561 | 402 | 569 | 602 | 516 | 279 | 283 | 278 |
| AQF- Certificate II | 469 | 550 | 404 | 573 | 622 | 515 | 267 | 262 | 269 |
| AQF- Certificate I | 472 | 523 | 405 | 579 | 579 | 579 | 222 | 258 | 204 |
| Other (c ) | 301 | 624 | 100 | 900 | 900 | 0 | 196 | 450 | 100 |
| Total | 513 | 593 | 435 | 621 | 657 | 568 | 276 | 280 | 275 |
| Field of Study | | | | | | | | | |
| Land and marine resources, animal husbandry | 482 | 510 | 424 | 554 | 554 | 555 | 268 | 280 | 259 |
| Architecture, building | 542 | 553 | 390 | 569 | 571 | 516 | 271 | 266 | 280 |
| Arts, humanities and social sciences | 452 | 528 | 408 | 689 | 752 | 636 | 241 | 225 | 248 |
| Business, administration, economics | 560 | 705 | 498 | 678 | 817 | 607 | 278 | 279 | 278 |
| Education | 639 | 853 | 517 | 848 | 914 | 772 | 366 | 527 | 341 |
| Engineering, surveying | 593 | 596 | 550 | 616 | 615 | 652 | 274 | 284 | 236 |
| Health, community services | 470 | 656 | 396 | 615 | 743 | 525 | 297 | 332 | 292 |
| Law, legal studies | 634 | 814 | 443 | 748 | 937 | 529 | 213 | 247 | 187 |
| Science | 573 | 597 | 536 | 728 | 760 | 677 | 290 | 268 | 318 |
| Veterinary science, animal care | 402 | 502 | 395 | 475 | 509 | 472 | 305 | 485 | 297 |
| Services, hospitality, transportation | 413 | 479 | 368 | 508 | 555 | 465 | 244 | 261 | 237 |
| VET multifield education | 365 | 402 | 341 | 513 | 502 | 522 | 222 | 234 | 217 |

Table 32. Continued...

| | | Average weekly earnings at 26 May 2000 ($) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | | Employed full-time | | | Employed part-time | | |
| | Total graduates | Males | Females | Persons | Males | Females | Persons | Males | Females |
| Respondents | 26456 | 11838 | 14616 | 17089 | 9748 | 7340 | 9203 | 2018 | 7184 |
| Weighted respondents | 84939 | 41871 | 43066 | 58038 | 34651 | 23386 | 26336 | 6953 | 19382 |
| **Q40 Industry of employment at 26 May 2000** | | | | | | | | | |
| Agriculture, forestry and fishing | 448 | 459 | 420 | 506 | 510 | 494 | 204 | 158 | 252 |
| Mining | 986 | 1021 | 730 | 1002 | 1026 | 789 | 452 | 506 | 421 |
| Manufacturing | 617 | 648 | 524 | 654 | 670 | 594 | 271 | 259 | 279 |
| Electricity, gas and water supply | 773 | 863 | 529 | 787 | 865 | 554 | 465 | 764 | 314 |
| Construction | 563 | 571 | 482 | 580 | 581 | 558 | 322 | 363 | 243 |
| Wholesale trade | 557 | 610 | 487 | 622 | 661 | 564 | 261 | 291 | 237 |
| Retail trade | 369 | 432 | 303 | 502 | 506 | 491 | 198 | 201 | 197 |
| Accommodation, cafes and restaurants | 354 | 383 | 333 | 498 | 513 | 484 | 226 | 238 | 218 |
| Transport and storage | 638 | 713 | 500 | 696 | 765 | 554 | 401 | 451 | 338 |
| Communication services | 736 | 843 | 597 | 806 | 875 | 697 | 315 | 401 | 284 |
| Finance and insurance | 621 | 729 | 577 | 681 | 785 | 635 | 353 | 370 | 349 |
| Property and business services | 556 | 627 | 503 | 645 | 718 | 583 | 267 | 247 | 278 |
| Government administration and defence | 703 | 750 | 640 | 754 | 786 | 712 | 335 | 335 | 334 |
| Education | 575 | 722 | 515 | 772 | 850 | 721 | 386 | 454 | 370 |
| Health and community services | 443 | 579 | 424 | 578 | 702 | 552 | 313 | 333 | 312 |
| Cultural and recreational services | 443 | 506 | 382 | 609 | 620 | 592 | 236 | 272 | 215 |
| Personal and other services | 533 | 723 | 389 | 606 | 813 | 437 | 270 | 325 | 238 |
| **Q39 Occupation at 26 May 2000** | | | | | | | | | |
| Managers and administrators | 743 | 857 | 626 | 813 | 877 | 725 | 384 | 375 | 386 |
| Professionals | 649 | 753 | 577 | 775 | 828 | 722 | 405 | 446 | 392 |
| Technicians and associate professionals | 651 | 734 | 554 | 724 | 786 | 637 | 327 | 346 | 317 |
| Tradespersons and related workers | 549 | 576 | 392 | 571 | 589 | 440 | 283 | 321 | 240 |
| Advanced clerical and service workers | 533 | 675 | 507 | 607 | 726 | 581 | 316 | 346 | 314 |
| Intermediate clerical, sales and service workers | 423 | 526 | 400 | 560 | 669 | 527 | 271 | 271 | 271 |
| Intermediate production and transport workers | 622 | 642 | 501 | 701 | 716 | 603 | 228 | 231 | 220 |
| Elementary clerical, sales and service workers | 347 | 421 | 309 | 522 | 578 | 480 | 213 | 230 | 207 |
| Labourers and related workers | 406 | 451 | 310 | 544 | 564 | 468 | 200 | 198 | 201 |
| **State/territory where study completed** | | | | | | | | | |
| NSW | 537 | 616 | 461 | 635 | 671 | 585 | 285 | 300 | 279 |
| Victoria | 484 | 552 | 422 | 603 | 629 | 568 | 265 | 262 | 266 |
| Queensland | 513 | 618 | 410 | 619 | 676 | 529 | 288 | 307 | 282 |
| South Australia | 525 | 600 | 445 | 617 | 642 | 572 | 311 | 300 | 314 |
| Western Australia | 449 | 521 | 371 | 586 | 612 | 537 | 229 | 204 | 240 |
| Tasmania | 504 | 557 | 446 | 594 | 609 | 571 | 293 | 294 | 293 |
| Northern Territory | 590 | 674 | 515 | 670 | 719 | 615 | 257 | 242 | 261 |
| Australian Capital Territory | 506 | 562 | 453 | 624 | 644 | 597 | 276 | 266 | 281 |

Table 33: Average weekly earnings of graduates employed in their first full-time job at 26 May 2000. Selected course and employment characteristics by qualification completed in 1999

Base: Graduate employees in their first full-time job at 26 May 2000 with income stated

| | Average weekly earnings at 26 May 2000 ($) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Qualification completed | | | | | | | | | | | | |
| | Total | Dip | Assoc Dip | Adv Cert. Post Trade | Adv. Cert. Other | Cert-Trade | Cert-Other | AQF-Adv. Dip. | AQF-Dip. | AQF-Cert. IV | AQF-Cert. III | AQF-Cert. II | AQF-Cert. I |
| Respondents | 6848 | 25 | 102 | 18 | 55 | 806 | 332 | 201 | 856 | 491 | 2246 | 1193 | 522 |
| Weighted respondents | 22997 | 63 | 414 | 34 | 216 | 2741 | 1048 | 764 | 2678 | 1723 | 7380 | 4041 | 1893 |
| **Field of Study** | | | | | | | | | | | | | |
| Land and marine resources, animal husbandry | 412 | 0 | 0 | 0 | 550 | 427 | 513 | 0 | 405 | 377 | 423 | 389 | 350 |
| Architecture, building | 477 | 0 | 591 | 0 | 250 | 551 | 422 | 0 | 441 | 754 | 485 | 323 | 254 |
| Arts, humanities and social sciences | 534 | 350 | 550 | 0 | 323 | 0 | 767 | 522 | 502 | 451 | 630 | 450 | 802 |
| Business, administration, economics | 500 | 0 | 591 | 0 | 1075 | 0 | 452 | 552 | 588 | 634 | 420 | 426 | 406 |
| Education | 704 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1250 | 856 | 484 | 0 | 0 |
| Engineering, surveying | 530 | 485 | 706 | 735 | 1007 | 540 | 396 | 710 | 659 | 725 | 533 | 382 | 362 |
| Health, community services | 504 | 470 | 441 | 0 | 541 | 450 | 356 | 525 | 471 | 475 | 398 | 529 | 801 |
| Law, legal studies | 541 | 0 | 560 | 0 | 0 | 0 | 0 | 450 | 565 | 1128 | 436 | 0 | 0 |
| Science | 591 | 0 | 0 | 0 | 180 | 0 | 0 | 550 | 585 | 750 | 537 | 586 | 0 |
| Veterinary science, animal care | 431 | 0 | 0 | 550 | 457 | 0 | 380 | 0 | 450 | 0 | 470 | 343 | 0 |
| Services, hospitality, transportation | 415 | 0 | 0 | 0 | 0 | 492 | 384 | 468 | 459 | 463 | 426 | 366 | 362 |
| VET multifield education | 385 | 0 | 0 | 0 | 0 | 0 | 250 | 0 | 633 | 301 | 453 | 418 | 337 |
| Total | 492 | 453 | 571 | 718 | 681 | 529 | 424 | 584 | 532 | 601 | 478 | 426 | 440 |
| **Q35/38. Employment status at 26 May 2000** | | | | | | | | | | | | | |
| Permanent | 503 | 465 | 601 | 749 | 708 | 526 | 421 | 610 | 548 | 635 | 481 | 441 | 461 |
| Casual | 418 | 322 | 445 | 250 | 370 | 684 | 448 | 453 | 468 | 393 | 453 | 349 | 317 |
| **Q40 Industry of employment at 26 May 2000** | | | | | | | | | | | | | |
| Agriculture, forestry and fishing | 405 | 0 | 650 | 0 | 550 | 470 | 354 | 361 | 525 | 389 | 476 | 352 | 290 |
| Mining | 750 | 0 | 0 | 0 | 0 | 786 | 250 | 626 | 977 | 1161 | 809 | 429 | 402 |
| Manufacturing | 533 | 350 | 786 | 773 | 923 | 532 | 399 | 686 | 643 | 712 | 506 | 441 | 441 |
| Electricity, gas and water supply | 603 | 750 | 1250 | 0 | 0 | 492 | 0 | 726 | 750 | 1013 | 622 | 365 | 451 |
| Construction | 501 | 550 | 601 | 495 | 1250 | 561 | 460 | 551 | 600 | 767 | 534 | 364 | 319 |
| Wholesale trade | 489 | 0 | 554 | 0 | 250 | 0 | 431 | 714 | 507 | 613 | 478 | 454 | 461 |
| Retail trade | 416 | 544 | 406 | 0 | 261 | 482 | 398 | 521 | 379 | 420 | 446 | 339 | 316 |
| Accommodation, cafes and restaurants | 394 | 0 | 350 | 0 | 180 | 412 | 428 | 490 | 464 | 372 | 440 | 312 | 374 |
| Transport and storage | 620 | 0 | 714 | 650 | 1250 | 559 | 450 | 792 | 636 | 680 | 520 | 428 | 794 |
| Communication services | 594 | 0 | 745 | 0 | 0 | 0 | 0 | 601 | 488 | 655 | 606 | 568 | 350 |
| Finance and insurance | 598 | 0 | 745 | 0 | 0 | 0 | 633 | 591 | 724 | 710 | 454 | 548 | 463 |
| Property and business services | 495 | 0 | 564 | 410 | 140 | 559 | 376 | 508 | 511 | 559 | 445 | 495 | 515 |
| Government administration and defence | 632 | 0 | 0 | 0 | 556 | 617 | 722 | 630 | 611 | 732 | 599 | 640 | 517 |
| Education | 675 | 450 | 697 | 0 | 0 | 550 | 451 | 638 | 615 | 709 | 529 | 752 | 853 |
| Health and community services | 480 | 473 | 440 | 550 | 489 | 396 | 444 | 578 | 507 | 512 | 442 | 509 | 460 |
| Cultural and recreational services | 458 | 0 | 569 | 0 | 523 | 375 | 560 | 443 | 506 | 358 | 480 | 360 | 606 |
| Personal and other services | 436 | 0 | 750 | 0 | 1250 | 485 | 295 | 1250 | 546 | 817 | 375 | 488 | 239 |

Table 33: Continued...

| | | Average weekly earnings at 26 May 2000 ($) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Qualification completed | | | | | | | | | | | |
| | Total | Dip | Assoc Dip | Adv. Cert. Post Trade | Adv. Cert. Other | Cert-Trade | Cert-Other | AQF-Adv. Dip. | AQF-Dip. | AQF-Cert. IV | AQF-Cert. III | AQF-Cert. II | AQF-Cert. I |
| Respondents | 6848 | 25 | 102 | 18 | 55 | 806 | 332 | 201 | 856 | 491 | 2246 | 1193 | 522 |
| Weighted respondents | 22997 | 63 | 414 | 34 | 216 | 2741 | 1048 | 764 | 2678 | 1723 | 7380 | 4041 | 1893 |
| Q39 Occupation at 26 May 2000 | | | | | | | | | | | | | |
| Managers and administrators | 644 | 377 | 610 | 524 | 479 | 639 | 450 | 565 | 604 | 673 | 593 | 752 | 820 |
| Professionals | 591 | 0 | 603 | 0 | 874 | 514 | 565 | 690 | 594 | 716 | 585 | 487 | 688 |
| Technicians and associate professionals | 488 | 0 | 714 | 689 | 809 | 538 | 371 | 781 | 629 | 715 | 491 | 366 | 343 |
| Tradespersons and related workers | 479 | 0 | 522 | 0 | 0 | 350 | 525 | 482 | 528 | 534 | 410 | 476 | 377 |
| Advanced clerical and service workers | 454 | 451 | 473 | 606 | 453 | 558 | 426 | 544 | 481 | 501 | 423 | 431 | 415 |
| Intermediate clerical, sales and service workers | 549 | 0 | 575 | 650 | 978 | 508 | 528 | 661 | 525 | 811 | 567 | 447 | 504 |
| Intermediate production and transport workers | 410 | 544 | 464 | 0 | 688 | 600 | 440 | 563 | 360 | 445 | 429 | 340 | 372 |
| Elementary clerical, sales and service workers | 427 | 0 | 436 | 0 | 900 | 472 | 379 | 394 | 484 | 503 | 455 | 385 | 364 |
| Labourers and related workers | 476 | 322 | 595 | 1149 | 565 | 496 | 366 | 439 | 545 | 554 | 455 | 429 | 515 |
| Sex | | | | | | | | | | | | | |
| Male | 518 | 388 | 652 | 735 | 905 | 534 | 411 | 644 | 612 | 686 | 510 | 419 | 434 |
| Female | 452 | 473 | 463 | 550 | 444 | 374 | 436 | 520 | 482 | 514 | 419 | 434 | 454 |
| Unknown | 450 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 450 | 0 |
| State/territory where study completed | | | | | | | | | | | | | |
| NSW | 502 | 350 | 542 | 0 | 781 | 527 | 443 | 653 | 570 | 655 | 474 | 399 | 439 |
| Victoria | 479 | 0 | 609 | 821 | 526 | 511 | 469 | 522 | 508 | 496 | 483 | 426 | 287 |
| Queensland | 506 | 0 | 0 | 550 | 0 | 0 | 522 | 513 | 476 | 589 | 525 | 472 | 549 |
| South Australia | 473 | 0 | 686 | 575 | 0 | 484 | 339 | 638 | 544 | 733 | 457 | 425 | 266 |
| Western Australia | 458 | 472 | 586 | 550 | 454 | 600 | 321 | 506 | 546 | 476 | 424 | 349 | 401 |
| Tasmania | 472 | 0 | 750 | 0 | 0 | 514 | 299 | 483 | 619 | 600 | 506 | 364 | 340 |
| Northern Territory | 516 | 0 | 450 | 0 | 0 | 617 | 600 | 0 | 680 | 900 | 628 | 436 | 401 |
| Australian Capital Territory | 501 | 0 | 900 | 0 | 550 | 486 | 670 | 605 | 476 | 609 | 490 | 401 | 0 |

Table 34: Graduates employed at 26 May 2000 and before course: Occupation at 26 May 2000 by occupation before course

**Base: Graduates employed at 26 May 2000 and before course**

| | | Occupation before course | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total graduates employed before course & after course | Managers and admin | Prof | Tech. & Assoc. prof | Trades-persons & related | Adv. Clerical & Service workers | Inter. Clerical, sales & service workers | Inter. production & transport workers | Elem. clerical, sales & service workers | Labourers and related workers |
| Respondents | 24276 | 991 | 2681 | 1957 | 3946 | 867 | 5459 | 1111 | 3619 | 2894 |
| Weighted respondents | 78653 | 3252 | 8311 | 6311 | 14008 | 2873 | 17256 | 4066 | 11411 | 8667 |
| Q39. Occupation at 26 May 2000 | | | | | | | | | | |
| Managers and administrators | 4.8 | 76.2 | 1.9 | 3.0 | 1.5 | 3.1 | 1.9 | 0.7 | 1.5 | 1.1 |
| Professionals | 13.2 | 3.4 | 84.2 | 7.0 | 2.6 | 8.7 | 6.0 | 3.1 | 5.2 | 3.8 |
| Technicians and associate professionals | 10.1 | 4.6 | 3.2 | 74.7 | 3.4 | 5.1 | 4.7 | 3.6 | 5.1 | 5.5 |
| Tradespersons and related workers | 22.3 | 4.3 | 2.3 | 4.2 | 83.7 | 2.2 | 2.9 | 14.2 | 13.2 | 22.0 |
| Advanced clerical and service workers | 4.3 | 1.2 | 1.3 | 1.1 | 0.4 | 67.7 | 3.0 | 1.4 | 3.5 | 1.0 |
| Intermediate clerical, sales and service workers | 23.4 | 5.3 | 4.3 | 6.4 | 3.1 | 9.6 | 75.7 | 4.6 | 17.3 | 10.4 |
| Intermediate production and transport workers | 4.7 | 1.8 | 0.9 | 0.5 | 1.6 | 1.2 | 0.4 | 65.9 | 1.5 | 2.4 |
| Elementary clerical, sales and service workers | 10.1 | 1.5 | 1.0 | 2.2 | 1.7 | 1.7 | 4.1 | 3.0 | 50.5 | 5.2 |
| Labourers and related workers | 7.1 | 1.6 | 0.8 | 0.7 | 2.0 | 0.6 | 1.1 | 3.5 | 2.3 | 48.7 |
| Not Stated | 5.5 | 6.5 | 5.8 | 4.4 | 6.0 | 4.4 | 3.8 | 4.5 | 3.1 | 2.8 |

Table 35: Graduates with same employer before course, during course and at 26 May 2000: Selected graduate, course and employment characteristics by qualification completed in 1999

Base: Graduates with same employer before course, during course and at 26 May 2000

| | | Level of qualification completed | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total graduates | Dip | Assoc Dip | Adv. Cert. Post Trade | Adv. Cert. Other | Cert-Trade | Cert-Other | AQF-Adv. Dip. | AQF-Dip. | AQF-Cert. IV | AQF-Cert. III | AQF-Cert. II | AQF-Cert. I |
| Respondents | 12379 | 33 | 124 | 56 | 174 | 570 | 675 | 230 | 1347 | 2676 | 3817 | 2160 | 516 |
| Weighted respondents | 40602 | 73 | 512 | 100 | 594 | 1989 | 2205 | 823 | 3785 | 7558 | 10860 | 9134 | 2967 |
| Q3. Age at 26 May 2000 | | | | | | | | | | | | | |
| 15-19 | 9.5 | 6.9 | 0.0 | 0.0 | 2.2 | 14.8 | 6.2 | 1.9 | 3.9 | 5.5 | 12.5 | 11.3 | 15.3 |
| 20-24 | 21.3 | 35.9 | 33.0 | 13.7 | 15.6 | 60.7 | 17.2 | 26.9 | 25.2 | 14.5 | 29.7 | 11.5 | 6.8 |
| 25-29 | 12.3 | 17.8 | 18.6 | 19.0 | 18.2 | 10.9 | 14.2 | 19.6 | 13.9 | 13.3 | 11.1 | 11.0 | 11.0 |
| 30-34 | 10.6 | 0.0 | 11.7 | 15.7 | 11.9 | 5.4 | 11.6 | 11.7 | 13.1 | 12.8 | 7.7 | 10.5 | 14.5 |
| 35-39 | 13.4 | 2.3 | 9.2 | 26.6 | 18.5 | 3.8 | 13.5 | 14.6 | 14.8 | 15.5 | 10.2 | 16.1 | 15.2 |
| 40-44 | 12.8 | 16.9 | 12.6 | 10.7 | 14.5 | 1.6 | 14.6 | 9.9 | 11.2 | 14.4 | 11.5 | 15.2 | 14.7 |
| 45-49 | 10.1 | 6.0 | 8.3 | 13.0 | 8.5 | 1.1 | 12.9 | 12.0 | 10.2 | 12.8 | 8.6 | 9.9 | 13.4 |
| 50-54 | 6.5 | 12.4 | 4.9 | 1.1 | 7.0 | 1.0 | 6.4 | 3.0 | 5.5 | 7.7 | 5.6 | 9.4 | 4.8 |
| 55+ | 3.4 | 1.9 | 1.7 | 0.0 | 3.7 | 0.7 | 3.3 | 0.4 | 2.2 | 3.6 | 3.1 | 5.0 | 4.4 |
| Not Stated | 1.0 | 14.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.4 | 1.0 | 0.5 | 0.8 | 0.8 | 2.1 | 0.9 |
| Q2. Sex | | | | | | | | | | | | | |
| Male | 53.0 | 27.4 | 57.1 | 75.8 | 51.1 | 96.8 | 34.5 | 56.3 | 49.2 | 50.9 | 51.7 | 49.7 | 60.6 |
| Female | 47.0 | 72.6 | 42.9 | 24.2 | 48.9 | 3.2 | 65.5 | 43.7 | 50.8 | 49.1 | 48.3 | 50.3 | 39.4 |
| Q5/6 Non-English speaking background | | | | | | | | | | | | | |
| Yes | 24.5 | 22.9 | 31.2 | 31.7 | 22.9 | 18.0 | 28.0 | 39.8 | 28.7 | 25.3 | 24.7 | 19.7 | 27.2 |
| No | 75.5 | 77.1 | 68.8 | 68.3 | 77.1 | 82.0 | 72.0 | 60.2 | 71.3 | 74.7 | 75.3 | 80.3 | 72.8 |
| Not Stated | 1.0 | 0.0 | 0.3 | 0.0 | 0.0 | 1.1 | 0.8 | 0.2 | 0.7 | 1.0 | 1.1 | 1.3 | 0.6 |
| Q4. Country of birth | | | | | | | | | | | | | |
| Australia | 79.9 | 84.8 | 83.4 | 75.8 | 82.9 | 91.6 | 77.0 | 67.4 | 78.6 | 79.4 | 80.3 | 80.6 | 76.4 |
| Other | 20.1 | 15.2 | 16.6 | 24.2 | 17.1 | 8.4 | 23.0 | 32.6 | 21.4 | 20.6 | 19.7 | 19.4 | 23.6 |
| Main English speaking countries | 7.4 | 11.3 | 5.9 | 8.8 | 8.7 | 3.1 | 7.0 | 10.0 | 8.2 | 8.9 | 6.7 | 7.9 | 5.9 |
| Other countries | 12.6 | 3.9 | 10.6 | 15.4 | 8.4 | 5.2 | 16.0 | 22.6 | 13.2 | 11.7 | 13.0 | 11.5 | 17.7 |
| Not stated | 6.0 | 7.3 | 2.3 | 0.0 | 4.0 | 8.4 | 4.4 | 1.7 | 3.0 | 4.3 | 5.9 | 8.5 | 8.8 |
| Q7/8 Disability (more than one response possible) | | | | | | | | | | | | | |
| Any (a) | 2.8 | 0.0 | 5.6 | 0.0 | 2.3 | 3.3 | 4.3 | 3.3 | 2.9 | 2.4 | 3.1 | 2.6 | 2.1 |
| Visual (not corrected by glasses) | 0.2 | 0.0 | 0.0 | 0.0 | 0.8 | 0.3 | 0.4 | 0.0 | 0.1 | 0.2 | 0.3 | 0.1 | 0.3 |
| Hearing (not corrected by hearing aid) | 0.3 | 0.0 | 1.5 | 0.0 | 0.0 | 0.1 | 0.2 | 0.5 | 0.3 | 0.3 | 0.4 | 0.4 | 0.2 |
| Physical | 0.8 | 0.0 | 0.0 | 0.0 | 0.5 | 0.0 | 0.7 | 1.0 | 0.8 | 1.0 | 0.6 | 1.0 | 0.7 |
| Intellectual | 0.2 | 0.0 | 1.4 | 0.0 | 0.0 | 0.5 | 0.5 | 0.0 | 0.1 | # | 0.1 | 0.1 | 0.5 |
| Chronic illness | 0.2 | 0.0 | 0.7 | 0.0 | 0.5 | 0.0 | 0.5 | 0.3 | 0.4 | 0.2 | 0.2 | 0.2 | 0.2 |
| Other | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.6 | 0.3 | 0.3 | 0.2 | 0.4 | 0.4 | 0.6 |
| None | 97.2 | 100.0 | 94.4 | 100.0 | 97.7 | 96.7 | 95.7 | 96.7 | 97.1 | 97.6 | 96.9 | 97.4 | 97.9 |
| Not Stated | 2.0 | 0.0 | 1.4 | 0.0 | 2.8 | 2.1 | 2.0 | 0.0 | 0.8 | 1.8 | 2.1 | 2.8 | 1.8 |

Table 35: Continued...

| | Total graduates | Level of qualification completed | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Dip | Assoc Dip | Adv. Cert. Post Trade | Adv. Cert. Other | Cert-Trade | Cert-Other | AQF-Adv. Dip. | AQF-Dip. | AQF-Cert. IV | AQF-Cert. III | AQF-Cert. II | AQF-Cert. I |
| Respondents | 12379 | 33 | 124 | 56 | 174 | 570 | 675 | 230 | 1347 | 2676 | 3817 | 2160 | 516 |
| Weighted respondents | 40602 | 73 | 512 | 100 | 594 | 1989 | 2205 | 823 | 3785 | 7558 | 10860 | 9134 | 2967 |
| State / Territory where study completed | | | | | | | | | | | | | |
| NSW | 42.8 | 0.0 | 63.9 | 0.0 | 68.3 | 46.0 | 70.7 | 50.9 | 35.9 | 50.6 | 48.0 | 22.9 | 43.5 |
| Victoria | 16.3 | 11.5 | 30.2 | 53.2 | 21.6 | 27.7 | 13.4 | 23.3 | 28.2 | 14.6 | 15.7 | 13.8 | 3.5 |
| Queensland | 24.1 | 0.0 | 0.0 | 22.4 | 0.2 | 0.0 | 5.0 | 10.0 | 13.9 | 13.0 | 17.8 | 52.6 | 45.1 |
| South Australia | 4.8 | 6.1 | 1.5 | 16.6 | 0.3 | 9.4 | 2.3 | 4.1 | 3.5 | 6.8 | 4.2 | 5.4 | 0.9 |
| Western Australia | 7.7 | 77.0 | 3.3 | 5.4 | 8.8 | 13.3 | 3.3 | 4.5 | 10.9 | 8.9 | 10.7 | 2.4 | 4.6 |
| Tasmania | 2.3 | 0.0 | 0.8 | 2.5 | 0.0 | 2.9 | 1.9 | 3.9 | 4.1 | 3.4 | 1.8 | 1.8 | 1.0 |
| Northern Territory | 0.8 | 5.4 | 0.3 | 0.0 | 0.3 | 0.2 | 0.2 | 0.3 | 0.6 | 1.6 | 0.6 | 0.7 | 1.2 |
| Australian Capital Territory | 1.1 | 0.0 | 0.0 | 0.0 | 0.5 | 0.5 | 3.2 | 3.0 | 3.0 | 1.0 | 1.2 | 0.4 | 0.1 |
| Field of Study | | | | | | | | | | | | | |
| Land and marine resources, animal husbandry | 4.7 | 0.0 | 10.6 | 0.0 | 20.7 | 10.9 | 4.0 | 0.2 | 2.1 | 2.1 | 4.0 | 7.4 | 2.0 |
| Architecture, building | 4.7 | 0.0 | 9.2 | 0.0 | 2.7 | 15.3 | 2.7 | 0.7 | 3.0 | 6.9 | 6.9 | 0.9 | 0.7 |
| Arts, humanities and social sciences | 4.6 | 8.6 | 4.3 | 0.0 | 5.6 | 0.0 | 2.0 | 3.3 | 10.8 | 4.8 | 3.3 | 2.8 | 11.8 |
| Business, administration, economics | 21.9 | 13.5 | 15.2 | 0.0 | 20.3 | 0.0 | 52.0 | 55.4 | 38.3 | 38.1 | 12.8 | 14.1 | 1.9 |
| Education | 3.9 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 | 1.0 | 17.2 | 2.3 | 0.1 | 0.3 |
| Engineering, surveying | 15.6 | 21.2 | 31.6 | 77.6 | 24.0 | 64.7 | 23.4 | 29.9 | 11.9 | 4.5 | 20.4 | 4.8 | 15.2 |
| Health, community services | 25.0 | 56.7 | 27.9 | 0.0 | 13.8 | 0.5 | 6.6 | 5.4 | 16.9 | 12.6 | 19.9 | 50.2 | 45.4 |
| Law, legal studies | 0.4 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 | 2.7 | 0.5 | 0.1 | # | 0.0 |
| Science | 5.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 | 7.2 | 8.8 | 9.0 | 2.8 | 0.1 |
| Veterinary science, animal care | 0.6 | 0.0 | 0.0 | 22.4 | 12.7 | 0.0 | 3.0 | 0.0 | 0.0 | 0.1 | 0.3 | 0.6 | 0.0 |
| Services, hospitality, transportation | 11.0 | 0.0 | 0.0 | 0.0 | 0.0 | 8.6 | 3.2 | 3.6 | 6.1 | 3.9 | 19.3 | 12.7 | 13.8 |
| VET multifield education | 2.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.1 | 0.0 | 0.1 | 0.6 | 1.6 | 3.6 | 8.7 |
| Q11. Highest Pre-course educational qualifications since school (Summary) | | | | | | | | | | | | | |
| Bachelor Degree or higher | 10.4 | 9.1 | 0.9 | 2.1 | 16.0 | 1.6 | 9.6 | 6.7 | 9.0 | 16.3 | 7.4 | 10.5 | 15.1 |
| Other post-school educational qualification | 58.2 | 57.1 | 68.5 | 86.9 | 61.9 | 36.9 | 62.2 | 65.5 | 63.2 | 64.1 | 52.7 | 59.8 | 56.3 |
| No post-school educational qualification (b) | 31.5 | 33.8 | 30.6 | 11.0 | 22.2 | 61.5 | 28.2 | 27.8 | 27.7 | 19.6 | 39.9 | 29.7 | 28.6 |
| Not Stated | 5.0 | 3.6 | 1.2 | 1.7 | 3.1 | 9.2 | 4.4 | 1.2 | 2.8 | 3.4 | 5.3 | 6.5 | 5.7 |

Table 35: Continued...

| | Total graduates | Level of qualification completed | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Dip | Assoc Dip | Adv. Cert. Post Trade | Adv. Cert. Other | Cert-Trade | Cert-Other | AQF-Adv. Dip. | AQF-Dip. | AQF-Cert. IV | AQF-Cert. III | AQF-Cert. II | AQF-Cert. I |
| Respondents | 12379 | 33 | 124 | 56 | 174 | 570 | 575 | 230 | 1347 | 2676 | 3817 | 2160 | 516 |
| Weighted respondents | 40602 | 73 | 512 | 100 | 594 | 1989 | 2205 | 823 | 3785 | 7558 | 10860 | 9134 | 2967 |
| Q40. Industry of employment at 26 May 2000 | | | | | | | | | | | | | |
| Agriculture, forestry and fishing | 3.2 | 0.0 | 0.3 | 0.0 | 2.0 | 5.7 | 3.7 | 5.4 | 1.7 | 2.6 | 2.5 | 5.0 | 2.1 |
| Mining | 2.1 | 2.2 | 0.8 | 2.8 | 2.2 | 4.0 | 0.3 | 2.4 | 1.3 | 1.7 | 1.4 | 2.8 | 5.0 |
| Manufacturing | 13.5 | 4.6 | 13.0 | 60.0 | 11.1 | 37.7 | 16.5 | 13.6 | 11.1 | 9.6 | 11.6 | 11.9 | 20.2 |
| Electricity, gas and water supply | 0.9 | 3.7 | 1.1 | 0.0 | 0.6 | 0.3 | 1.4 | 2.8 | 1.9 | 1.3 | 0.9 | 0.5 | 0.1 |
| Construction | 7.2 | 0.0 | 8.6 | 2.2 | 5.5 | 15.0 | 6.0 | 3.3 | 3.7 | 7.2 | 8.5 | 6.3 | 6.4 |
| Wholesale trade | 1.5 | 0.0 | 2.8 | 0.0 | 0.8 | 1.4 | 3.0 | 2.2 | 0.6 | 1.1 | 1.8 | 1.5 | 2.3 |
| Retail trade | 14.7 | 20.4 | 8.0 | 6.5 | 5.7 | 18.9 | 15.6 | 17.4 | 15.7 | 11.3 | 19.0 | 12.3 | 12.5 |
| Accommodation, cafes and restaurants | 4.5 | 10.7 | 4.5 | 1.9 | 1.2 | 0.6 | 4.7 | 4.1 | 5.6 | 3.1 | 5.1 | 5.9 | 3.6 |
| Transport and storage | 3.5 | 0.0 | 4.9 | 0.0 | 6.8 | 5.8 | 2.2 | 5.8 | 3.2 | 2.8 | 2.6 | 2.2 | 11.6 |
| Communication services | 1.3 | 0.0 | 0.4 | 2.7 | 2.7 | 0.3 | 1.1 | 1.5 | 1.4 | 1.7 | 0.9 | 1.2 | 1.7 |
| Finance and insurance | 2.5 | 0.0 | 2.7 | 0.0 | 1.1 | 0.0 | 4.3 | 5.3 | 3.9 | 4.0 | 2.1 | 1.5 | 1.1 |
| Property and business services | 7.2 | 18.2 | 8.7 | 0.0 | 7.5 | 3.1 | 8.3 | 12.5 | 7.7 | 9.2 | 6.5 | 6.4 | 6.4 |
| Government administration and defence | 4.6 | 3.4 | 7.1 | 0.0 | 11.0 | 0.7 | 4.0 | 5.8 | 5.8 | 7.2 | 3.1 | 4.3 | 3.3 |
| Education | 9.2 | 12.2 | 7.2 | 0.0 | 3.2 | 0.5 | 5.5 | 4.9 | 8.3 | 15.3 | 6.3 | 11.8 | 8.9 |
| Health and community services | 16.7 | 24.6 | 24.6 | 23.8 | 31.7 | 0.8 | 18.9 | 7.8 | 19.4 | 15.5 | 19.5 | 18.0 | 7.8 |
| Cultural and recreational services | 2.4 | 0.0 | 2.1 | 0.0 | 3.4 | 2.2 | 2.4 | 4.3 | 3.7 | 2.2 | 1.9 | 1.9 | 5.1 |
| Personal and other services | 4.9 | 0.0 | 3.2 | 0.0 | 3.4 | 3.2 | 2.0 | 0.9 | 5.2 | 4.2 | 6.3 | 6.3 | 2.0 |
| Not Stated | 8.3 | 12.4 | 7.7 | 4.4 | 3.0 | 10.5 | 9.6 | 9.1 | 7.7 | 6.0 | 9.0 | 8.4 | 10.0 |

Table 35: Continued...

| | Total graduates | Level of qualification completed | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Dip | Assoc Dip | Adv. Cert. Post Trade | Adv. Cert. Other | Cert-Trade | Cert-Other | AQF-Adv. Dip. | AQF-Dip. | AQF-Cert IV | AQF-Cert. III | AQF-Cert. II | AQF-Cert. I |
| Respondents | 12379 | 33 | 124 | 56 | 174 | 570 | 675 | 230 | 1347 | 2676 | 3817 | 2160 | 516 |
| Weighted respondents | 40602 | 73 | 512 | 100 | 594 | 1989 | 2205 | 823 | 3785 | 7558 | 10860 | 9134 | 2967 |
| **Q39. Occupation at 26 May 2000** | | | | | | | | | | | | | |
| Managers and administrators | 5.9 | 22.6 | 8.1 | 3.8 | 5.4 | 1.6 | 3.1 | 12.1 | 12.1 | 7.8 | 3.8 | 5.5 | 4.3 |
| Professionals | 14.5 | 12.9 | 14.9 | 9.5 | 22.1 | 2.2 | 9.6 | 18.1 | 18.3 | 25.2 | 9.2 | 12.8 | 16.4 |
| Technicians and associate professionals | 10.0 | 14.5 | 17.9 | 8.1 | 10.5 | 1.0 | 8.2 | 10.3 | 17.4 | 15.5 | 8.2 | 7.4 | 6.8 |
| Tradespersons and related workers | 22.0 | 3.2 | 16.2 | 43.9 | 19.6 | 76.2 | 14.6 | 14.7 | 9.3 | 12.7 | 29.6 | 16.8 | 24.3 |
| Advanced clerical and service workers | 3.7 | 0.0 | 0.6 | 0.0 | 3.9 | 0.0 | 8.8 | 5.1 | 3.8 | 5.5 | 3.2 | 3.2 | 1.9 |
| Intermediate clerical, sales and service workers | 21.7 | 27.5 | 29.9 | 21.8 | 23.4 | 1.8 | 29.9 | 19.8 | 20.2 | 18.3 | 25.6 | 23.8 | 17.5 |
| Intermediate production and transport workers | 5.3 | 0.0 | 5.5 | 9.0 | 5.7 | 6.0 | 5.5 | 2.2 | 2.4 | 3.0 | 3.6 | 8.9 | 10.4 |
| Elementary clerical, sales and service workers | 9.7 | 12.4 | 2.8 | 0.0 | 6.0 | 2.1 | 11.8 | 14.6 | 11.8 | 7.9 | 9.9 | 12.0 | 8.3 |
| Labourers and related workers | 7.0 | 6.9 | 3.9 | 3.9 | 3.4 | 9.1 | 8.5 | 3.1 | 4.8 | 4.1 | 6.9 | 9.6 | 10.3 |
| Not Stated | 5.6 | 8.3 | 5.3 | 2.8 | 2.4 | 7.0 | 7.9 | 5.5 | 4.7 | 4.2 | 5.8 | 5.7 | 7.4 |
| **Q30. Main reason for undertaking course** | | | | | | | | | | | | | |
| To get a job (or own business) | 6.5 | 21.0 | 15.6 | 0.0 | 3.4 | 6.7 | 5.4 | 6.7 | 10.6 | 6.5 | 7.4 | 4.1 | 5.3 |
| To try for a different career | 8.3 | 0.0 | 4.7 | 1.6 | 8.1 | 5.8 | 11.1 | 13.2 | 10.0 | 9.2 | 9.5 | 6.1 | 5.6 |
| To get a better job or promotion | 13.9 | 12.7 | 35.3 | 18.5 | 28.4 | 8.2 | 16.9 | 37.4 | 26.1 | 21.3 | 11.1 | 5.4 | 4.4 |
| It was a requirement of my job | 26.9 | 13.7 | 4.1 | 18.2 | 11.8 | 61.2 | 11.0 | 6.0 | 4.7 | 13.3 | 33.9 | 35.7 | 39.0 |
| I wanted extra skills for my job | 27.8 | 16.8 | 26.8 | 53.3 | 33.7 | 12.3 | 36.2 | 20.7 | 29.1 | 36.1 | 23.3 | 29.5 | 21.0 |
| To get into another course of study | 2.7 | 9.9 | 2.3 | 0.0 | 3.3 | 0.0 | 2.6 | 6.9 | 5.6 | 2.5 | 2.9 | 1.9 | 1.3 |
| For interest or personal reasons | 11.1 | 21.6 | 11.1 | 8.4 | 10.5 | 3.9 | 14.8 | 6.3 | 11.2 | 8.4 | 9.8 | 12.8 | 20.8 |
| Other reasons | 2.8 | 4.3 | 0.0 | 0.0 | 0.8 | 1.9 | 2.0 | 2.8 | 2.6 | 2.8 | 2.1 | 4.4 | 2.5 |
| Not Stated | 0.4 | 0.0 | 1.9 | 0.0 | 0.0 | 0.5 | 0.5 | 0.0 | 0.3 | 0.4 | 0.4 | 0.7 | 0.1 |
| **Q49. Relevance of course to job at 26 May 2000** | | | | | | | | | | | | | |
| Highly relevant | 49.5 | 49.5 | 57.2 | 56.8 | 56.4 | 82.8 | 39.5 | 42.9 | 48.3 | 48.5 | 54.7 | 42.9 | 39.3 |
| Some relevance | 29.1 | 25.3 | 22.5 | 39.4 | 21.9 | 13.6 | 30.9 | 29.9 | 28.7 | 31.8 | 24.8 | 34.6 | 32.2 |
| Very little relevance | 8.2 | 0.0 | 5.6 | 2.2 | 6.9 | 2.3 | 13.0 | 11.5 | 7.7 | 7.7 | 7.5 | 9.3 | 10.6 |
| Not at all relevant | 13.2 | 25.1 | 14.7 | 1.6 | 14.8 | 1.3 | 16.6 | 15.7 | 15.3 | 12.0 | 13.0 | 13.2 | 17.9 |
| Not Stated | 1.4 | 3.0 | 0.7 | 0.0 | 0.0 | 1.4 | 2.1 | 2.1 | 0.9 | 1.0 | 1.6 | 2.0 | 1.0 |

Table 36: Graduates enrolled in further study: Selected graduate, employment and further study characteristics by main reason for doing further study at 26 May 2000

Base: Graduates enrolled in further study

| | | Main reason for doing further study at 26 May 2000 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total graduates doing further study | To get a job | To try for different career | To get better job/ promotion | Requirement of job | Get extra skills for job | Get into another course | Interest or personal development | Other reasons |
| Respondents | 15348 | 3933 | 1712 | 2558 | 969 | 2150 | 756 | 1725 | 937 |
| Weighted respondents | 49263 | 12556 | 5502 | 8534 | 3032 | 6812 | 2560 | 5515 | 3000 |
| Q3. Age at 26 May 2000 | | | | | | | | | |
| 15-19 | 18.4 | 26.3 | 9.4 | 10.4 | 38.5 | 11.4 | 27.0 | 13.1 | 21.7 |
| 20-24 | 26.3 | 28.7 | 22.4 | 29.0 | 23.8 | 22.0 | 26.3 | 26.5 | 27.7 |
| 25-29 | 12.1 | 9.0 | 17.5 | 17.2 | 8.8 | 12.1 | 9.3 | 11.0 | 10.7 |
| 30-34 | 9.3 | 7.8 | 10.9 | 12.6 | 5.7 | 10.8 | 7.1 | 7.7 | 9.6 |
| 35-39 | 11.2 | 9.9 | 14.0 | 13.2 | 9.1 | 12.4 | 8.7 | 10.1 | 8.9 |
| 40-44 | 10.5 | 9.2 | 11.3 | 10.4 | 6.6 | 14.2 | 8.9 | 10.6 | 11.1 |
| 45-49 | 6.4 | 5.4 | 8.6 | 4.8 | 3.7 | 9.5 | 5.3 | 8.2 | 5.1 |
| 50-54 | 3.7 | 2.5 | 4.6 | 1.9 | 2.3 | 5.4 | 5.0 | 6.9 | 2.9 |
| 55+ | 2.0 | 1.3 | 1.1 | 0.6 | 1.5 | 2.2 | 2.3 | 6.0 | 2.4 |
| Not Stated | 0.6 | 0.3 | 0.3 | 0.8 | 1.0 | 0.8 | 0.4 | 0.6 | 0.8 |
| Q2. Sex | | | | | | | | | |
| Male | 43.9 | 41.6 | 43.1 | 46.3 | 63.2 | 45.1 | 37.1 | 35.8 | 42.5 |
| Female | 56.1 | 58.4 | 56.9 | 53.7 | 36.8 | 54.9 | 62.9 | 64.2 | 57.5 |
| Not Stated | # | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | # |
| Q1. Aboriginal or Torres Strait Islander | | | | | | | | | |
| Yes | 2.1 | 2.2 | 2.7 | 1.6 | 0.7 | 1.6 | 2.3 | 3.3 | 2.7 |
| No | 97.9 | 97.8 | 97.3 | 98.4 | 99.3 | 98.4 | 97.7 | 96.7 | 97.3 |
| Not Stated | 1.3 | 0.8 | 0.7 | 1.0 | 1.3 | 1.2 | 4.3 | 2.1 | 0.9 |
| Q5/6 Non-English speaking background | | | | | | | | | |
| Yes | 35.5 | 43.2 | 35.1 | 34.3 | 19.4 | 23.3 | 50.1 | 34.5 | 37.9 |
| No | 64.5 | 56.8 | 64.9 | 65.7 | 80.6 | 76.7 | 49.9 | 65.5 | 62.1 |
| Not Stated | 0.9 | 0.4 | 0.8 | 0.6 | 0.7 | 0.9 | 1.1 | 1.4 | 0.6 |
| Q7/8 Disability (more than one response possible) | | | | | | | | | |
| Any (a) | 5.3 | 6.2 | 5.3 | 3.1 | 2.6 | 3.3 | 5.8 | 7.8 | 8.5 |
| Visual (not corrected by glasses) | 0.5 | 0.5 | 0.2 | 0.2 | 1.4 | 0.4 | 0.3 | 0.6 | 0.7 |
| Hearing (not corrected by hearing aid) | 0.5 | 0.5 | 0.4 | 0.4 | 0.1 | 0.3 | 0.6 | 0.8 | 1.3 |
| Physical | 1.7 | 1.7 | 1.9 | 0.7 | 0.3 | 1.1 | 2.3 | 3.6 | 3.6 |
| Intellectual | 0.4 | 0.2 | 0.1 | 0.4 | 0.1 | 0.4 | 0.3 | 0.8 | 0.6 |
| Chronic illness | 0.6 | 0.7 | 0.6 | 0.4 | 0.2 | 0.3 | 1.4 | 0.9 | 1.1 |
| Other | 1.1 | 1.2 | 1.3 | 0.8 | 1.3 | 0.4 | 1.7 | 1.0 | 1.8 |
| None | 94.7 | 93.8 | 94.7 | 96.9 | 97.4 | 96.7 | 94.2 | 92.2 | 91.5 |
| Not Stated | 1.4 | 1.1 | 1.0 | 0.6 | 1.6 | 1.0 | 3.0 | 2.0 | 1.4 |

Table 36: Continued...

| | | Main reason for doing further study at 26 May 2000 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total graduates doing further study | To get a job | To try for different career | To get better job/ promotion | Requirement of job | Get extra skills for job | Get into another course | Interest or personal development | Other reasons |
| Respondents | 15348 | 3933 | 1712 | 2558 | 969 | 2150 | 756 | 1725 | 937 |
| Weighted respondents | 49263 | 12556 | 5502 | 8534 | 3032 | 6812 | 2560 | 5515 | 3000 |
| Q35/44/50 Labour force status at 26 May 2000 | | | | | | | | | |
| Employed | 66.0 | 39.7 | 64.4 | 84.1 | 98.7 | 95.1 | 40.3 | 60.3 | 62.3 |
| Full-time | 37.3 | 9.5 | 32.2 | 52.3 | 83.3 | 66.6 | 15.7 | 33.1 | 33.9 |
| Part-time | 26.7 | 28.5 | 30.2 | 29.7 | 13.2 | 26.4 | 23.8 | 25.8 | 25.9 |
| Not Employed | 34.0 | 60.3 | 35.6 | 15.9 | 1.3 | 4.9 | 59.7 | 39.7 | 37.7 |
| Unemployed | 13.9 | 27.9 | 13.7 | 7.5 | 0.6 | 1.8 | 18.4 | 12.9 | 13.8 |
| Looking for full-time work | 6.3 | 13.0 | 6.7 | 3.4 | 0.6 | 1.1 | 5.3 | 5.4 | 6.3 |
| Looking for part-time work | 7.5 | 14.9 | 7.0 | 4.1 | 0.0 | 0.7 | 13.1 | 7.5 | 7.5 |
| Not in labour force | 19.4 | 31.4 | 21.1 | 8.1 | 0.5 | 2.9 | 40.0 | 26.1 | 23.1 |
| Not Stated | 0.5 | 0.5 | 0.2 | 0.2 | 0.1 | 0.3 | 1.2 | 0.7 | 0.4 |
| Q55. Type of institution | | | | | | | | | |
| University | 21.7 | 28.7 | 23.9 | 31.3 | 6.4 | 10.0 | 11.9 | 18.5 | 18.3 |
| TAFE Institute | 64.2 | 60.8 | 62.0 | 56.8 | 74.2 | 70.7 | 77.0 | 65.5 | 63.4 |
| TAFE division of a university | 4.1 | 3.8 | 3.3 | 4.5 | 3.6 | 4.1 | 5.2 | 4.4 | 4.2 |
| Registered Private Provider | 3.8 | 2.8 | 4.9 | 3.2 | 6.0 | 5.9 | 1.1 | 3.9 | 2.9 |
| Adult and Community Education Provider | 1.2 | 0.7 | 1.1 | 0.6 | 1.5 | 2.7 | 0.9 | 1.7 | 0.9 |
| Secondary School | 0.6 | 0.4 | 0.7 | 0.1 | 0.1 | 0.1 | 2.2 | 0.9 | 3.1 |
| Other | 4.4 | 2.8 | 4.0 | 3.4 | 8.2 | 6.5 | 1.7 | 5.1 | 7.2 |
| Not Stated | 2.4 | 0.5 | 0.3 | 0.8 | 1.3 | 1.1 | 1.3 | 0.4 | 0.3 |
| Q60. Further study in similar field to completed course or job at 26 May 2000 | | | | | | | | | |
| Yes, similar field to both | 35.7 | 16.6 | 19.0 | 57.7 | 58.5 | 64.0 | 18.9 | 23.6 | 32.4 |
| Yes, similar field to course on front of form only | 24.9 | 42.2 | 28.9 | 17.1 | 3.9 | 7.5 | 34.2 | 29.2 | 24.2 |
| Yes, similar field to current job only | 5.3 | 1.6 | 3.2 | 5.4 | 15.7 | 11.7 | 2.3 | 2.1 | 3.7 |
| No | 33.2 | 39.5 | 49.0 | 19.9 | 21.8 | 16.9 | 44.6 | 45.1 | 39.7 |
| Not Stated | 12.8 | 17.5 | 7.0 | 6.3 | 2.1 | 3.5 | 15.8 | 11.2 | 10.7 |

Table 37: Graduates enrolled in further study: Selected graduate and course characteristics by type of institution where doing further study

Base: Graduates enrolled in further study

| | | Type of institution | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Total graduates enrolled in further study | University | TAFE | TAFE division of a university | Registered Private Provider | Adult and Community Edu. Provider | Secondary School | Other |
| Respondents | 15348 | 3315 | 9415 | 669 | 569 | 197 | 97 | 684 |
| Weighted respondents | 49263 | 10421 | 30862 | 1986 | 1834 | 581 | 309 | 2095 |
| **Q3. Age at 26 May 2000** | | | | | | | | |
| 15-19 | 18.4 | 16.2 | 18.9 | 14.6 | 19.1 | 15.0 | 82.5 | 16.3 |
| 20-24 | 26.3 | 37.9 | 22.9 | 27.2 | 25.6 | 17.3 | 7.0 | 28.6 |
| 25-29 | 12.1 | 13.1 | 12.1 | 11.2 | 13.6 | 9.4 | 0.8 | 11.0 |
| 30-34 | 9.3 | 8.5 | 9.7 | 9.4 | 7.4 | 9.9 | 1.1 | 11.4 |
| 35-39 | 11.2 | 9.6 | 11.9 | 10.6 | 11.0 | 11.1 | 4.8 | 10.1 |
| 40-44 | 10.5 | 7.7 | 11.3 | 13.5 | 8.7 | 7.5 | 2.8 | 12.4 |
| 45-49 | 6.4 | 4.1 | 7.0 | 7.8 | 9.5 | 15.2 | 0.4 | 4.6 |
| 50-54 | 3.7 | 1.9 | 4.1 | 3.6 | 2.8 | 12.6 | 0.6 | 4.0 |
| 55+ | 2.0 | 1.0 | 2.3 | 2.1 | 2.2 | 1.9 | 0.0 | 1.6 |
| Not Stated | 0.6 | 0.5 | 0.4 | 0.5 | 0.5 | 2.2 | 11.4 | 1.0 |
| **Q2. Sex** | | | | | | | | |
| Male | 43.9 | 41.4 | 44.8 | 47.3 | 44.6 | 25.7 | 34.6 | 44.1 |
| Female | 56.1 | 58.6 | 55.2 | 52.7 | 55.4 | 74.3 | 65.4 | 55.9 |
| Not Stated | # | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 1.0 | 0.0 |
| **Q1. Aboriginal or Torres Strait Islander** | | | | | | | | |
| Yes | 2.1 | 1.2 | 2.2 | 1.6 | 2.5 | 5.6 | 5.0 | 3.2 |
| No | 97.9 | 98.8 | 97.8 | 98.4 | 97.5 | 94.4 | 95.0 | 96.8 |
| Not Stated | 1.3 | 0.6 | 1.1 | 3.8 | 2.4 | 2.8 | 1.8 | 2.0 |
| **Q5/6 Non-English speaking background** | | | | | | | | |
| Yes | 35.5 | 38.6 | 35.0 | 42.2 | 27.1 | 31.2 | 18.6 | 32.8 |
| No | 64.5 | 61.4 | 65.0 | 57.8 | 72.9 | 68.8 | 81.4 | 67.2 |
| Not Stated | 0.9 | 0.7 | 0.7 | 2.8 | 0.3 | 1.1 | 1.7 | 1.3 |
| **Q4. Country of birth** | | | | | | | | |
| Australia | 70.4 | 68.4 | 70.3 | 69.1 | 76.4 | 77.5 | 83.9 | 74.2 |
| Other | 29.6 | 31.6 | 29.7 | 30.9 | 23.6 | 22.5 | 16.1 | 25.8 |
| Other main English speaking | 6.8 | 6.2 | 7.1 | 6.2 | 7.2 | 4.3 | 7.4 | 6.3 |
| Other countries | 22.8 | 25.4 | 22.6 | 24.7 | 16.4 | 18.2 | 8.7 | 19.4 |
| Not stated | 5.2 | 2.9 | 4.8 | 14.6 | 6.4 | 6.4 | 3.4 | 6.7 |
| **Q7/8 Disability (more than one response possible)** | | | | | | | | |
| Any (a) | 5.3 | 4.1 | 5.5 | 8.9 | 3.3 | 9.8 | 3.7 | 3.7 |
| Visual (not corrected by glasses) | 0.5 | 0.1 | 0.6 | 0.9 | 0.0 | 0.0 | 0.0 | 0.8 |
| Hearing (not corrected by hearing aid) | 0.5 | 0.3 | 0.6 | 0.7 | 0.2 | 0.0 | 0.0 | 0.4 |
| Physical | 1.7 | 1.1 | 1.9 | 1.8 | 1.6 | 7.6 | 0.0 | 1.4 |
| Intellectual | 0.4 | 0.2 | 0.4 | 0.4 | 0.3 | 0.3 | 2.6 | 0.7 |
| Chronic illness | 0.6 | 0.5 | 0.7 | 1.5 | 0.6 | 0.0 | 0.0 | 0.7 |
| Other | 1.1 | 1.3 | 1.1 | 0.2 | 0.7 | 1.7 | 0.0 | 0.6 |
| None | 94.7 | 95.9 | 94.5 | 91.1 | 96.7 | 90.2 | 96.3 | 96.3 |
| Not Stated | 1.4 | 1.0 | 1.3 | 2.3 | 0.8 | 3.5 | 4.1 | 2.8 |

Table 37: Continued...

| | Total graduates enrolled in further study | Type of institution: University | TAFE | TAFE division of a university | Registered Private Provider | Adult and Community Edu. Provider | Secondary School | Other |
|---|---|---|---|---|---|---|---|---|
| Respondents | 15348 | 3315 | 9415 | 669 | 569 | 197 | 97 | 684 |
| Weighted respondents | 49263 | 10421 | 30862 | 1986 | 1834 | 581 | 309 | 2095 |
| State/Territory where study completed | | | | | | | | |
| NSW | 48.4 | 40.2 | 54.4 | 19.5 | 39.7 | 43.2 | 21.8 | 43.8 |
| Victoria | 16.4 | 21.1 | 11.7 | 60.4 | 13.9 | 18.8 | 15.2 | 19.3 |
| Queensland | 17.0 | 19.5 | 15.8 | 6.8 | 29.3 | 18.7 | 32.2 | 18.2 |
| South Australia | 3.8 | 2.8 | 4.1 | 1.6 | 4.7 | 3.8 | 4.7 | 4.8 |
| Western Australia | 10.1 | 10.7 | 10.4 | 5.8 | 9.3 | 9.9 | 11.9 | 7.6 |
| Tasmania | 2.2 | 2.0 | 2.2 | 0.5 | 2.1 | 3.1 | 1.3 | 3.3 |
| Northern Territory | 0.9 | 1.3 | 0.3 | 4.9 | 0.4 | 1.8 | 12.2 | 2.3 |
| Australian Capital Territory | 1.3 | 2.4 | 1.0 | 0.5 | 0.8 | 0.8 | 0.6 | 0.8 |
| Q54. Hours of attendance | | | | | | | | |
| 1-5 hours/week | 15.3 | 6.7 | 17.2 | 12.7 | 20.8 | 42.3 | 15.9 | 20.6 |
| 6-10 hours/week | 22.1 | 15.7 | 25.9 | 21.3 | 10.2 | 16.1 | 9.0 | 12.8 |
| 11-15 hours/week | 12.2 | 25.8 | 8.8 | 7.8 | 5.5 | 11.3 | 2.5 | 6.7 |
| 16-20 hours/week | 16.2 | 19.8 | 15.9 | 20.3 | 9.3 | 6.2 | 10.5 | 8.6 |
| More than 20 hours per week | 18.3 | 15.4 | 18.8 | 23.7 | 21.1 | 6.6 | 59.2 | 14.8 |
| Block release | 3.3 | 1.1 | 3.7 | 3.4 | 8.7 | 1.9 | 1.0 | 5.5 |
| Day release | 1.3 | 0.2 | 1.0 | 2.5 | 5.2 | 7.0 | 0.7 | 3.4 |
| Do/will not attend formal classes - external study | 11.3 | 15.4 | 8.6 | 8.2 | 19.2 | 8.7 | 1.1 | 27.5 |
| Not Stated | 3.0 | 0.8 | 1.0 | 1.0 | 3.8 | 8.4 | 1.6 | 2.9 |
| Q60. Further study in similar field to completed course or job at 26 May 2000 | | | | | | | | |
| Yes, similar field to both | 36.7 | 33.4 | 39.1 | 36.3 | 28.1 | 16.3 | 6.8 | 35.8 |
| Yes, similar field to course on front of form only | 24.9 | 28.3 | 25.7 | 32.2 | 10.2 | 7.6 | 13.1 | 12.0 |
| Yes, similar field to current job only | 5.3 | 3.1 | 4.9 | 4.9 | 14.3 | 12.9 | 0.0 | 10.4 |
| No | 33.2 | 35.2 | 30.4 | 26.6 | 47.4 | 63.2 | 80.1 | 41.9 |
| Not Stated | 12.8 | 10.1 | 12.1 | 16.4 | 6.6 | 6.3 | 7.9 | 8.3 |

Table 38: Graduates enrolled in further study and employed: Selected graduate and employment characteristics before and after course

Base: All graduates

| | Before course | | | | After course | | | |
|---|---|---|---|---|---|---|---|---|
| | | Not working and not studying | | | | Not working and not studying | | |
| | Working or in study | Looking for work | Not looking for work | Total | Working or in study | Looking for work | Not looking for work | Total |
| Respondents | 30895 | 4233 | 5475 | 40788 | 36102 | 2568 | 2099 | 40878 |
| Weighted respondents | 99604 | 12586 | 16198 | 128953 | 115165 | 7482 | 6027 | 129039 |
| Q2. Sex | | | | | | | | |
| Male | 79.7 | 9.9 | 10.0 | 100.0 | 91.6 | 5.2 | 2.9 | 100.0 |
| Female | 75.1 | 9.6 | 14.9 | 100.0 | 87.1 | 6.4 | 6.2 | 100.0 |
| Not Stated | 100.0 | 0.0 | 0.0 | 100.0 | 78.6 | 0.0 | 21.4 | 100.0 |
| Q3. Age at 26 May 2000 | | | | | | | | |
| 15-19 | 61.5 | 13.6 | 24.4 | 100.0 | 90.7 | 5.3 | 3.4 | 100.0 |
| 20-24 | 79.0 | 10.4 | 10.3 | 100.0 | 92.0 | 5.3 | 2.5 | 100.0 |
| 25-29 | 84.0 | 8.4 | 7.5 | 100.0 | 89.9 | 5.9 | 4.0 | 100.0 |
| 30-34 | 81.6 | 8.1 | 10.0 | 100.0 | 88.2 | 5.8 | 5.8 | 100.0 |
| 35-39 | 79.0 | 8.1 | 12.3 | 100.0 | 88.1 | 6.2 | 5.6 | 100.0 |
| 40-44 | 78.9 | 8.9 | 12.0 | 100.0 | 88.1 | 6.4 | 5.3 | 100.0 |
| 45-49 | 79.5 | 8.9 | 11.0 | 100.0 | 87.1 | 6.5 | 6.2 | 100.0 |
| 50-54 | 81.1 | 9.1 | 8.7 | 100.0 | 86.9 | 5.8 | 6.9 | 100.0 |
| 55+ | 73.7 | 8.6 | 16.3 | 100.0 | 74.3 | 7.0 | 18.5 | 100.0 |
| Not Stated | 81.9 | 5.3 | 11.8 | 100.0 | 88.4 | 6.0 | 5.3 | 100.0 |
| Q1. Aboriginal or Torres Strait Islander | | | | | | | | |
| Yes | 68.8 | 13.9 | 17.0 | 100.0 | 80.7 | 9.1 | 9.8 | 100.0 |
| No | 77.4 | 9.6 | 12.6 | 100.0 | 89.5 | 5.7 | 4.6 | 100.0 |
| Not Stated | 79.0 | 11.9 | 7.2 | 100.0 | 86.8 | 5.9 | 5.7 | 100.0 |
| Q4. Country of birth | | | | | | | | |
| Australia | 78.3 | 9.4 | 12.0 | 100.0 | 91.1 | 5.1 | 3.7 | 100.0 |
| Other | 73.8 | 10.9 | 14.8 | 100.0 | 84.7 | 7.7 | 7.2 | 100.0 |
| Other main English speaking | 79.6 | 7.7 | 12.5 | 100.0 | 89.5 | 5.1 | 5.3 | 100.0 |
| Other countries | 71.8 | 12.0 | 15.6 | 100.0 | 83.0 | 8.6 | 7.9 | 100.0 |
| Not stated | 77.7 | 9.9 | 10.2 | 100.0 | 85.7 | 7.0 | 6.5 | 100.0 |
| Q58. Main reason for doing further study | | | | | | | | |
| To get a job (or own business) | 60.1 | 16.8 | 22.6 | 100.0 | 100.0 | 0.0 | 0.0 | 100.0 |
| To try for a different career | 82.0 | 8.2 | 8.9 | 100.0 | 100.0 | 0.0 | 0.0 | 100.0 |
| To get a better job or promotion | 84.7 | 6.8 | 8.4 | 100.0 | 100.0 | 0.0 | 0.0 | 100.0 |
| It is a requirement of my present job | 79.6 | 9.8 | 10.1 | 100.0 | 100.0 | 0.0 | 0.0 | 100.0 |
| To get extra skills for my present job | 86.6 | 5.6 | 7.7 | 100.0 | 100.0 | 0.0 | 0.0 | 100.0 |
| To get into another course of study | 63.6 | 9.8 | 26.3 | 100.0 | 100.0 | 0.0 | 0.0 | 100.0 |
| For interest or personal development | 71.8 | 8.6 | 19.2 | 100.0 | 100.0 | 0.0 | 0.0 | 100.0 |
| Other reason | 72.6 | 10.1 | 16.7 | 100.0 | 100.0 | 0.0 | 0.0 | 100.0 |
| Not Stated | 73.8 | 13.0 | 11.5 | 100.0 | 100.0 | 0.0 | 0.0 | 100.0 |

Table 38: Continued...

| | Before course | | | | After course | | | |
|---|---|---|---|---|---|---|---|---|
| | | Not working and not studying | | | | Not working and not studying | | |
| | Working or in study | Looking for work | Not looking for work | Total | Working or in study | Looking for work | Not looking for work | Total |
| Respondents | 30895 | 4233 | 5475 | 40788 | 36102 | 2568 | 2099 | 40878 |
| Weighted respondents | 99604 | 12586 | 16198 | 128953 | 115165 | 7482 | 6027 | 129039 |
| State / Territory where study completed | | | | | | | | |
| NSW | 76.5 | 10.3 | 12.8 | 100.0 | 89.2 | 5.8 | 4.7 | 100.0 |
| Victoria | 76.7 | 10.5 | 12.4 | 100.0 | 89.0 | 6.7 | 4.1 | 100.0 |
| Queensland | 79.1 | 8.8 | 11.7 | 100.0 | 89.2 | 5.2 | 5.3 | 100.0 |
| South Australia | 81.1 | 8.2 | 10.3 | 100.0 | 91.4 | 4.6 | 3.7 | 100.0 |
| Western Australia | 75.6 | 8.7 | 15.3 | 100.0 | 88.5 | 6.0 | 5.2 | 100.0 |
| Tasmania | 77.6 | 11.5 | 10.4 | 100.0 | 89.0 | 6.7 | 4.1 | 100.0 |
| Northern Territory | 78.6 | 7.7 | 12.2 | 100.0 | 91.3 | 4.4 | 4.0 | 100.0 |
| Australian Capital Territory | 80.5 | 7.7 | 11.5 | 100.0 | 92.2 | 4.7 | 2.8 | 100.0 |
| Field of Study | | | | | | | | |
| Land and marine resources, animal husbandry | 82.3 | 8.3 | 9.2 | 100.0 | 89.5 | 5.7 | 4.7 | 100.0 |
| Architecture, building | 76.0 | 10.3 | 13.2 | 100.0 | 94.8 | 3.0 | 1.8 | 100.0 |
| Arts, humanities and social sciences | 73.5 | 8.5 | 17.5 | 100.0 | 83.5 | 7.3 | 8.9 | 100.0 |
| Business, administration, economics | 77.8 | 9.1 | 12.8 | 100.0 | 89.5 | 6.2 | 4.2 | 100.0 |
| Education | 84.0 | 4.8 | 10.6 | 100.0 | 87.9 | 4.5 | 7.4 | 100.0 |
| Engineering, surveying | 79.8 | 10.2 | 9.6 | 100.0 | 94.6 | 3.5 | 1.8 | 100.0 |
| Health, community services | 82.7 | 6.9 | 9.9 | 100.0 | 91.5 | 3.9 | 4.3 | 100.0 |
| Law, legal studies | 73.8 | 10.8 | 15.4 | 100.0 | 93.2 | 3.4 | 3.4 | 100.0 |
| Science | 77.8 | 9.5 | 12.4 | 100.0 | 89.8 | 5.8 | 4.3 | 100.0 |
| Veterinary science, animal care | 83.1 | 7.6 | 8.7 | 100.0 | 91.2 | 5.6 | 3.2 | 100.0 |
| Services, hospitality, transportation | 76.3 | 11.7 | 11.5 | 100.0 | 88.6 | 7.2 | 3.8 | 100.0 |
| VET multifield education | 55.5 | 18.8 | 24.8 | 100.0 | 74.2 | 13.3 | 12.0 | 100.0 |

## Table 39: All graduates: Course ratings by selected graduate characteristics

Base: All graduates

| | | Age at 26 May 2000 | | | Main Reason | | Status at 26 May 2000 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total graduates | 15-24 years | 25-44 years | 45+ years | Vocational reasons | Non-vocational reasons | Employed | Unemployed | Not in the labour force |
| Respondents | 41660 | 16657 | 17527 | 7121 | 31282 | 9446 | 30732 | 4754 | 5176 |
| Weighted respondents | 131518 | 55382 | 55850 | 19312 | 98878 | 29808 | 98263 | 14419 | 15702 |
| Q61_1 Rating of .... Your instructors' knowledge of subject content | | | | | | | | | |
| Satisfied (k) | 72.2 | 71 | 71.8 | 76.7 | 72 | 73.1 | 72.6 | 70 | 72.2 |
| Neither satisfied nor dissatisfied (l) | 26.6 | 27.6 | 26.9 | 22.4 | 26.8 | 25.7 | 26.2 | 28.2 | 26.4 |
| Dissatisfied (m) | 1.3 | 1.4 | 1.3 | 0.9 | 1.2 | 1.3 | 1.1 | 1.7 | 1.4 |
| Not applicable | 1.6 | 0.8 | 2.1 | 2.3 | 1.6 | 1.5 | 1.8 | 0.8 | 1 |
| Not Stated | 2.7 | 2.3 | 2.7 | 4 | 1.9 | 2.3 | 2 | 1.8 | 1.8 |
| Mean score | 8.2 | 8.2 | 8.2 | 8.4 | 8.2 | 8.3 | 8.2 | 8.1 | 8.2 |
| Standard deviation | 1.7 | 1.7 | 1.7 | 1.6 | 1.7 | 1.7 | 1.7 | 1.8 | 1.7 |
| Q61_2 Rating of .... Your instructors' ability to relate to students | | | | | | | | | |
| Satisfied (k) | 61.8 | 57.8 | 63.3 | 68.5 | 61.2 | 63.6 | 61.5 | 61.4 | 64.5 |
| Neither satisfied nor dissatisfied (l) | 35.6 | 39.1 | 34.4 | 29.8 | 36.2 | 33.7 | 36.0 | 35.3 | 33.3 |
| Dissatisfied (m) | 2.6 | 3.1 | 2.3 | 1.7 | 2.5 | 2.7 | 2.5 | 3.3 | 2.2 |
| Not applicable | 1.7 | 0.8 | 2.2 | 2.6 | 1.8 | 1.4 | 2.0 | 0.7 | 1.1 |
| Not Stated | 3.0 | 2.5 | 3.0 | 4.5 | 2.2 | 2.5 | 2.3 | 2.0 | 2.1 |
| Mean score | 7.8 | 7.6 | 7.9 | 8.1 | 7.8 | 7.9 | 7.8 | 7.7 | 7.9 |
| Standard deviation | 1.9 | 1.9 | 1.9 | 1.8 | 1.9 | 1.9 | 1.9 | 2.0 | 1.9 |
| Q61_3 Rating of ... The balance between instruction and practice | | | | | | | | | |
| Satisfied (k) | 54.8 | 53.9 | 54.2 | 59.0 | 54.4 | 56.2 | 54.4 | 55.0 | 57.4 |
| Neither satisfied nor dissatisfied (l) | 42.0 | 43.1 | 42.4 | 38.2 | 42.4 | 40.8 | 42.6 | 41.1 | 39.8 |
| Dissatisfied (m) | 3.1 | 3.1 | 3.3 | 2.8 | 3.1 | 3.0 | 3.0 | 3.8 | 2.8 |
| Not applicable | 2.7 | 1.4 | 3.3 | 4.3 | 2.6 | 2.9 | 2.9 | 1.6 | 2.4 |
| Not Stated | 3.3 | 2.6 | 3.4 | 5.0 | 2.6 | 2.7 | 2.6 | 2.4 | 2.3 |
| Mean score | 7.5 | 7.4 | 7.4 | 7.6 | 7.5 | 7.5 | 7.5 | 7.4 | 7.6 |
| Standard deviation | 1.9 | 1.9 | 1.9 | 1.9 | 1.9 | 1.9 | 1.9 | 2.0 | 1.9 |
| Q61_4 Rating of ... Making methods of assessment clear to you | | | | | | | | | |
| Satisfied (k) | 60.1 | 56.4 | 61.6 | 66.2 | 59.7 | 61.4 | 59.8 | 59.4 | 62.6 |
| Neither satisfied nor dissatisfied (l) | 36.7 | 40.0 | 35.4 | 31.5 | 37.1 | 35.6 | 37.0 | 37.4 | 34.6 |
| Dissatisfied (m) | 3.2 | 3.6 | 3.0 | 2.3 | 3.2 | 3.0 | 3.2 | 3.2 | 2.8 |
| Not applicable | 1.4 | 0.7 | 1.8 | 2.4 | 1.4 | 1.6 | 1.6 | 0.5 | 0.9 |
| Not Stated | 3.4 | 2.9 | 3.4 | 5.0 | 2.6 | 2.7 | 2.7 | 2.3 | 2.5 |
| Mean score | 7.7 | 7.5 | 7.8 | 8.0 | 7.7 | 7.8 | 7.7 | 7.7 | 7.8 |
| Standard deviation | 2.0 | 2.0 | 1.9 | 1.9 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Q61_5 Rating of ... The subject content in reflecting industry practice | | | | | | | | | |
| Satisfied (k) | 56.8 | 55.9 | 56.0 | 62.0 | 57.0 | 56.4 | 57.7 | 53.6 | 54.8 |
| Neither satisfied nor dissatisfied (l) | 40.0 | 40.7 | 40.9 | 35.7 | 39.9 | 40.3 | 39.4 | 42.1 | 42.1 |
| Dissatisfied (m) | 3.1 | 3.4 | 3.1 | 2.3 | 3.1 | 3.4 | 3.0 | 4.3 | 3.1 |
| Not applicable | 5.1 | 3.6 | 5.5 | 8.1 | 3.2 | 11.5 | 3.4 | 8.6 | 12.3 |
| Not Stated | 3.5 | 2.8 | 3.7 | 5.1 | 2.6 | 3.5 | 2.6 | 2.6 | 3.5 |
| Mean score | 7.6 | 7.5 | 7.5 | 7.8 | 7.6 | 7.5 | 7.6 | 7.4 | 7.5 |
| Standard deviation | 1.9 | 1.9 | 1.9 | 1.9 | 1.9 | 1.9 | 1.9 | 2.0 | 1.9 |

Table 39: Continued...

| | Total graduates | Age at 26 May 2000 | | | Main Reason | | Status at 26 May 2000 | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 15-24 years | 25-44 years | 45+ years | Vocational reasons | Non-vocational reasons | Employed | Unemployed | Not in the labour force |
| Respondents | 41660 | 16657 | 17527 | 7121 | 31282 | 9446 | 30732 | 4754 | 5176 |
| Weighted respondents | 131518 | 55382 | 55850 | 19312 | 96878 | 29808 | 98263 | 14419 | 15702 |
| Q61_6 Rating of ... The presentation of training material | | | | | | | | | |
| Satisfied (k) | 54.0 | 51.9 | 53.7 | 60.7 | 53.7 | 54.9 | 54.1 | 53.7 | 53.7 |
| Neither satisfied nor dissatisfied (l) | 42.8 | 44.8 | 42.9 | 36.6 | 43.0 | 42.1 | 42.8 | 42.5 | 43.4 |
| Dissatisfied (m) | 3.2 | 3.2 | 3.4 | 2.8 | 3.2 | 3.0 | 3.2 | 3.7 | 2.8 |
| Not applicable | 4.0 | 2.9 | 4.5 | 5.3 | 2.7 | 8.4 | 2.9 | 6.5 | 8.6 |
| Not Stated | 3.5 | 2.9 | 3.7 | 4.9 | 2.6 | 3.4 | 2.7 | 2.5 | 3.1 |
| Mean score | 7.5 | 7.4 | 7.4 | 7.7 | 7.4 | 7.5 | 7.5 | 7.4 | 7.5 |
| Standard deviation | 1.9 | 1.9 | 1.9 | 1.9 | 1.9 | 1.9 | 1.9 | 2.0 | 1.9 |
| Q61_7 Rating of ... The quality of the equipment provided for you to practise your skills | | | | | | | | | |
| Satisfied (k) | 52.0 | 51.9 | 50.5 | 56.5 | 51.6 | 53.3 | 51.8 | 52.1 | 52.6 |
| Neither satisfied nor dissatisfied (l) | 42.6 | 42.4 | 44.0 | 39.0 | 42.9 | 41.7 | 42.8 | 41.8 | 42.2 |
| Dissatisfied (m) | 5.4 | 5.7 | 5.5 | 4.5 | 5.5 | 5.1 | 5.4 | 6.1 | 5.2 |
| Not applicable | 7.1 | 3.9 | 8.7 | 11.2 | 6.8 | 8.2 | 7.4 | 5.4 | 7.2 |
| Not Stated | 3.0 | 2.4 | 3.2 | 4.5 | 2.2 | 2.6 | 2.3 | 2.2 | 1.9 |
| Mean score | 7.3 | 7.3 | 7.2 | 7.5 | 7.3 | 7.4 | 7.3 | 7.3 | 7.3 |
| Standard deviation | 2.2 | 2.2 | 2.1 | 2.1 | 2.2 | 2.1 | 2.1 | 2.2 | 2.2 |
| Q61_8 Rating of ... Having enough equipment for you to practise your skills | | | | | | | | | |
| Satisfied (k) | 49.7 | 48.8 | 48.5 | 55.8 | 49.5 | 50.1 | 49.3 | 50.7 | 51.0 |
| Neither satisfied nor dissatisfied (l) | 43.8 | 44.4 | 44.9 | 38.5 | 43.9 | 43.7 | 44.4 | 42.0 | 42.3 |
| Dissatisfied (m) | 6.5 | 6.7 | 6.6 | 5.7 | 6.6 | 6.2 | 6.3 | 7.3 | 6.8 |
| Not applicable | 7.4 | 4.2 | 9.2 | 11.7 | 7.2 | 8.7 | 7.8 | 5.5 | 8.0 |
| Not Stated | 3.3 | 2.6 | 3.3 | 5.0 | 2.5 | 2.8 | 2.5 | 2.4 | 2.3 |
| Mean score | 7.2 | 7.1 | 7.1 | 7.4 | 7.2 | 7.2 | 7.2 | 7.2 | 7.2 |
| Standard deviation | 2.2 | 2.2 | 2.2 | 2.2 | 2.2 | 2.2 | 2.2 | 2.3 | 2.3 |
| Q61_9 Rating of ... Access to library and learning resources | | | | | | | | | |
| Satisfied (k) | 63.3 | 64.5 | 61.4 | 65.2 | 62.9 | 64.6 | 62.8 | 65.4 | 64.6 |
| Neither satisfied nor dissatisfied (l) | 32.5 | 31.8 | 33.9 | 30.9 | 33.0 | 31.1 | 33.1 | 30.5 | 30.9 |
| Dissatisfied (m) | 4.2 | 3.7 | 4.7 | 4.0 | 4.1 | 4.3 | 4.1 | 4.2 | 4.4 |
| Not applicable | 6.5 | 4.1 | 7.6 | 9.6 | 6.4 | 7.1 | 7.4 | 2.6 | 4.9 |
| Not Stated | 3.5 | 2.9 | 3.4 | 5.4 | 2.7 | 2.9 | 2.8 | 2.3 | 2.5 |
| Mean score | 7.8 | 7.9 | 7.7 | 7.9 | 7.8 | 7.8 | 7.8 | 7.9 | 7.8 |
| Standard deviation | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 |
| Q61_10 Rating of ... The convenience of both the venue and class times | | | | | | | | | |
| Satisfied (k) | 60.3 | 56.6 | 61.0 | 69.4 | 60.2 | 61.0 | 59.8 | 61.6 | 62.3 |
| Neither satisfied nor dissatisfied (l) | 35.8 | 38.9 | 35.4 | 27.9 | 35.9 | 35.6 | 36.1 | 35.2 | 34.5 |
| Dissatisfied (m) | 3.8 | 4.5 | 3.6 | 2.7 | 4.0 | 3.5 | 4.0 | 3.2 | 3.2 |
| Not applicable | 3.8 | 2.2 | 4.8 | 5.5 | 3.8 | 3.8 | 4.3 | 1.8 | 2.8 |
| Not Stated | 2.9 | 2.3 | 2.9 | 4.4 | 2.1 | 2.3 | 2.2 | 1.9 | 1.9 |
| Mean score | 7.7 | 7.5 | 7.7 | 8.1 | 7.7 | 7.7 | 7.7 | 7.8 | 7.8 |
| Standard deviation | 2.0 | 2.1 | 2.0 | 1.9 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |



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Table 39: Continued...

| | Total graduates | Age at 26 May 2000 | | | Main Reason | | Status at 26 May 2000 | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 15-24 years | 25-44 years | 45- years | Vocational reasons | Non-vocational reasons | Employed | Unemployed | Not in the labour force |
| Respondents | 41660 | 16657 | 17527 | 7121 | 31282 | 9446 | 30732 | 4754 | 5176 |
| Weighted respondents | 131518 | 55382 | 55850 | 19312 | 98878 | 29808 | 98263 | 14419 | 15702 |
| Q61_11 Rating of ... The information you received when choosing your training | | | | | | | | | |
| Satisfied (k) | 49.3 | 46.2 | 49.4 | 57.9 | 48.8 | 50.8 | 48.7 | 50.7 | 51.4 |
| Neither satisfied nor dissatisfied (l) | 45.4 | 48.2 | 45.3 | 38.2 | 46.0 | 44.0 | 46.1 | 43.9 | 43.1 |
| Dissatisfied (m) | 5.2 | 5.6 | 5.3 | 3.9 | 5.2 | 5.2 | 5.1 | 5.4 | 5.5 |
| Not applicable | 5.5 | 5.0 | 5.3 | 6.8 | 5.6 | 5.4 | 5.9 | 3.4 | 5.1 |
| Not Stated | 3.6 | 3.0 | 3.7 | 5.3 | 2.8 | 3.4 | 2.9 | 2.6 | 2.8 |
| Mean score | 7.2 | 7.1 | 7.2 | 7.6 | 7.2 | 7.3 | 7.2 | 7.2 | 7.3 |
| Standard deviation | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 |
| Q61_12 Rating of ... Administration - handling of enquiries, enrolment, fee payment, results | | | | | | | | | |
| Satisfied (k) | 48.6 | 44.1 | 50.0 | 57.9 | 48.0 | 50.3 | 47.2 | 52.8 | 52.7 |
| Neither satisfied nor dissatisfied (l) | 43.1 | 45.9 | 42.4 | 36.8 | 43.4 | 42.0 | 44.0 | 40.0 | 40.5 |
| Dissatisfied (m) | 8.4 | 10.0 | 7.6 | 5.3 | 8.6 | 7.6 | 8.8 | 7.3 | 6.8 |
| Not applicable | 3.9 | 2.5 | 4.4 | 6.1 | 3.9 | 4.2 | 4.3 | 2.5 | 3.0 |
| Not Stated | 3.7 | 2.9 | 3.8 | 5.7 | 2.9 | 3.2 | 2.9 | 2.6 | 2.9 |
| Mean score | 7.0 | 6.8 | 7.1 | 7.6 | 7.0 | 7.1 | 7.0 | 7.2 | 7.3 |
| Standard deviation | 2.3 | 2.4 | 2.3 | 2.2 | 2.3 | 2.3 | 2.3 | 2.3 | 2.2 |
| Q61_13 Rating of ... The information about careers and jobs available to you | | | | | | | | | |
| Satisfied (k) | 37.5 | 38.2 | 35.3 | 42.2 | 37.1 | 38.5 | 37.5 | 35.7 | 39.2 |
| Neither satisfied nor dissatisfied (l) | 51.4 | 51.7 | 52.1 | 47.9 | 51.7 | 50.6 | 51.9 | 50.2 | 49.5 |
| Dissatisfied (m) | 11.1 | 10.1 | 12.7 | 9.9 | 11.2 | 10.8 | 10.6 | 14.2 | 11.3 |
| Not applicable | 19.9 | 12.1 | 23.1 | 32.6 | 20.2 | 19.9 | 22.1 | 9.1 | 17.7 |
| Not Stated | 3.9 | 3.0 | 3.7 | 7.0 | 3.1 | 3.4 | 3.2 | 2.4 | 2.7 |
| Mean score | 6.5 | 6.6 | 6.3 | 6.7 | 6.5 | 6.5 | 6.5 | 6.3 | 6.5 |
| Standard deviation | 2.4 | 2.3 | 2.4 | 2.4 | 2.4 | 2.4 | 2.3 | 2.5 | 2.4 |
| Q61_14 Rating of ... Student counselling services | | | | | | | | | |
| Satisfied (k) | 37.5 | 36.1 | 36.9 | 44.2 | 36.5 | 40.4 | 36.2 | 39.2 | 42.0 |
| Neither satisfied nor dissatisfied (l) | 50.9 | 52.4 | 50.9 | 46.1 | 51.7 | 48.7 | 52.0 | 49.2 | 47.8 |
| Dissatisfied (m) | 11.6 | 11.5 | 12.2 | 9.7 | 11.8 | 10.9 | 11.9 | 11.7 | 10.1 |
| Not applicable | 37.5 | 34.4 | 38.4 | 43.3 | 38.6 | 36.2 | 41.1 | 25.5 | 30.4 |
| Not Stated | 4.5 | 3.3 | 4.4 | 8.2 | 3.8 | 3.7 | 3.9 | 3.4 | 2.8 |
| Mean score | 6.5 | 6.4 | 6.4 | 6.8 | 6.4 | 6.6 | 6.4 | 6.6 | 6.7 |
| Standard deviation | 2.4 | 2.4 | 2.5 | 2.4 | 2.4 | 2.4 | 2.4 | 2.4 | 2.4 |
| Q61_15 Rating of ... The usefulness of the training for your job prospects | | | | | | | | | |
| Satisfied (k) | 61.5 | 61.4 | 60.3 | 65.5 | 62.9 | 56.3 | 63.8 | 53.5 | 54.5 |
| Neither satisfied nor dissatisfied (l) | 34.8 | 35.0 | 35.9 | 30.8 | 33.6 | 39.2 | 33.0 | 40.1 | 41.3 |
| Dissatisfied (m) | 3.7 | 3.6 | 3.8 | 3.7 | 3.5 | 4.5 | 3.2 | 6.4 | 4.3 |
| Not applicable | 6.7 | 3.5 | 7.4 | 13.9 | 4.4 | 14.6 | 5.9 | 5.6 | 13.3 |
| Not Stated | 3.7 | 2.8 | 3.7 | 6.0 | 2.7 | 4.0 | 2.8 | 2.8 | 3.5 |
| Mean score | 7.7 | 7.7 | 7.7 | 7.9 | 7.8 | 7.5 | 7.9 | 7.3 | 7.5 |
| Standard deviation | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.1 | 2.0 | 2.2 | 2.1 |

Table 39: Continued...

| | Total graduates | Age at 26 May 2000 | | | Main Reason | | Status at 26 May 2000 | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 15-24 years | 25-44 years | 45+ years | Vocational reasons | Non-vocational reasons | Employed | Unemployed | Not in the labour force |
| Respondents | 41660 | 16657 | 17527 | 7121 | 31282 | 9446 | 30732 | 4754 | 5176 |
| Weighted respondents | 131518 | 55382 | 55850 | 19312 | 98878 | 29808 | 98263 | 14419 | 15702 |
| Q61_16 Rating of ... The qualification in terms of being well regarded by employers | | | | | | | | | |
| Satisfied (k) | 57.7 | 58.8 | 55.2 | 61.5 | 59.1 | 52.2 | 60.3 | 46.9 | 50.1 |
| Neither satisfied nor dissatisfied (l) | 38.2 | 37.4 | 40.1 | 34.9 | 36.9 | 42.9 | 36.2 | 45.8 | 43.9 |
| Dissatisfied (m) | 4.2 | 3.8 | 4.7 | 3.5 | 3.9 | 4.9 | 3.4 | 7.3 | 6.0 |
| Not applicable | 8.5 | 4.6 | 9.7 | 16.3 | 5.6 | 18.0 | 6.6 | 10.5 | 18.9 |
| Not Stated | 3.8 | 2.9 | 3.9 | 6.4 | 2.8 | 4.1 | 2.8 | 3.5 | 4.2 |
| Mean score | 7.6 | 7.6 | 7.4 | 7.7 | 7.6 | 7.3 | 7.7 | 7.0 | 7.2 |
| Standard deviation | 2.0 | 2.0 | 2.1 | 2.0 | 2.0 | 2.1 | 2.0 | 2.2 | 2.1 |
| Q61_17 Rating of ... The training value for money | | | | | | | | | |
| Satisfied (k) | 60.7 | 57.1 | 62.1 | 68.1 | 61.4 | 58.2 | 62.0 | 54.7 | 58.1 |
| Neither satisfied nor dissatisfied (l) | 34.7 | 38.0 | 33.6 | 28.0 | 34.1 | 36.9 | 33.8 | 38.9 | 36.5 |
| Dissatisfied (m) | 4.6 | 4.9 | 4.4 | 3.9 | 4.4 | 4.8 | 4.1 | 6.4 | 5.4 |
| Not applicable | 7.5 | 5.3 | 8.1 | 11.6 | 6.1 | 12.3 | 6.4 | 9.8 | 12.3 |
| Not Stated | 3.9 | 3.0 | 3.9 | 6.2 | 2.8 | 3.9 | 2.9 | 3.0 | 3.9 |
| Mean score | 7.7 | 7.5 | 7.8 | 8.0 | 7.7 | 7.6 | 7.8 | 7.4 | 7.6 |
| Standard deviation | 2.1 | 2.2 | 2.1 | 2.1 | 2.1 | 2.2 | 2.1 | 2.3 | 2.2 |
| Q61_18 Rating of ... The overall quality of the training | | | | | | | | | |
| Satisfied (k) | 66.7 | 65.5 | 65.8 | 72.5 | 66.5 | 67.3 | 67.3 | 63.5 | 66.5 |
| Neither satisfied nor dissatisfied (l) | 31.0 | 32.0 | 31.9 | 25.5 | 31.1 | 30.4 | 30.5 | 33.0 | 31.6 |
| Dissatisfied (m) | 2.4 | 2.5 | 2.3 | 2.0 | 2.4 | 2.3 | 2.2 | 3.5 | 2.0 |
| Not applicable | 1.4 | 0.6 | 1.8 | 2.5 | 1.1 | 2.4 | 1.0 | 2.5 | 2.5 |
| Not Stated | 3.4 | 2.9 | 3.5 | 4.8 | 2.5 | 3.4 | 2.6 | 2.6 | 3.2 |
| Mean score | 7.9 | 7.9 | 7.9 | 8.2 | 7.9 | 8.0 | 8.0 | 7.8 | 8.0 |
| Standard deviation | 1.8 | 1.8 | 1.8 | 1.8 | 1.8 | 1.8 | 1.8 | 2.0 | 1.8 |

Table 40: **All employed graduates: Selected graduate and employment characteristics by occupation after course and change in skill level**

Base: All graduates who moved to a higher skill level

| | | Occupation before course | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Managers and admin | Prof. | Tech. & assoc. prof | Trades-persons & related workers | Adv. clerical & service workers | Inter. clerical, sales & service workers | Inter. production & transport workers | Elem. Clerical, sales & service workers | Labourers and related workers |
| Respondents | | | | | | | | | | |
| Higher skill level (n) | 5154 | 0 | 49 | 186 | 302 | 157 | 1026 | 322 | 1648 | 1464 |
| Weighted respondents | 15963 | 0 | 150 | 607 | 984 | 526 | 3084 | 1069 | 5225 | 4317 |
| Q2 Sex | | | | | | | | | | |
| Male | 22.0 | 0.0 | 2.1 | 8.4 | 6.7 | 19.1 | 23.2 | 27.5 | 51.9 | 51.1 |
| Female | 21.9 | 0.0 | 1.8 | 12.2 | 11.3 | 19.2 | 17.3 | 27.6 | 44.5 | 51.7 |
| Q3 Age at 26 May 2000 | | | | | | | | | | |
| 15-19 | 31.0 | 0.0 | 0.7 | 2.8 | 4.3 | 1.6 | 14.4 | 32.5 | 43.2 | 51.8 |
| 20-24 | 32.0 | 0.0 | 1.5 | 10.1 | 5.9 | 23.9 | 22.9 | 46.2 | 56.1 | 64.2 |
| 25-34 | 20.0 | 0.0 | 2.9 | 12.8 | 10.7 | 23.6 | 22.9 | 26.4 | 47.6 | 40.4 |
| 35-44 | 13.9 | 0.0 | 1.8 | 8.6 | 9.9 | 18.2 | 14.8 | 17.3 | 34.1 | 39.7 |
| 45-54 | 11.2 | 0.0 | 1.5 | 8.8 | 5.9 | 10.8 | 14.9 | 12.6 | 25.1 | 36.2 |
| 55+ | 5.6 | 0.0 | 0.7 | 15.5 | 2.9 | 3.0 | 3.7 | 16.9 | 23.2 | 12.3 |
| Q1 Aboriginal or Torres Strait Islander | | | | | | | | | | |
| Yes | 21.9 | 0.0 | 0.0 | 10.7 | 6.0 | 12.0 | 16.6 | 48.3 | 45.8 | 42.8 |
| No | 22.0 | 0.0 | 2.0 | 9.9 | 7.5 | 19.4 | 18.6 | 27.7 | 47.3 | 51.6 |
| State | | | | | | | | | | |
| New South Wales | 21.8 | 0.0 | 2.0 | 9.9 | 7.6 | 20.8 | 18.6 | 31.3 | 49.7 | 52.2 |
| Victoria | 24.3 | 0.0 | 2.3 | 11.8 | 9.3 | 18.8 | 22.4 | 31.3 | 44.7 | 57.4 |
| Queensland | 16.7 | 0.0 | 0.9 | 8.8 | 4.5 | 11.2 | 12.4 | 16.2 | 42.2 | 44.3 |
| South Australia | 21.5 | 0.0 | 1.3 | 8.2 | 14.3 | 18.6 | 23.0 | 27.4 | 45.9 | 36.9 |
| Western Australia | 28.0 | 0.0 | 3.7 | 10.6 | 6.3 | 18.1 | 24.0 | 36.6 | 47.4 | 54.7 |
| Tasmania | 25.5 | 0.0 | 3.0 | 13.9 | 7.0 | 44.2 | 21.0 | 27.5 | 53.2 | 58.9 |
| Northern Territory | 24.1 | 0.0 | 0.0 | 10.7 | 14.9 | 0.0 | 20.0 | 45.0 | 57.3 | 56.5 |
| Australian Capital Territory | 30.7 | 0.0 | 3.0 | 5.1 | 15.1 | 25.0 | 23.9 | 57.5 | 56.3 | 73.3 |
| Australia | 21.9 | 0.0 | 1.9 | 10.1 | 7.5 | 19.2 | 18.6 | 27.5 | 47.3 | 51.3 |

Table 40: Continued...

| | Total | Occupation before course: Managers and admin | Prof. | Tech. & assoc. prof. | Trades-persons & related workers | Adv. clerical & service workers | Inter. Clerical, sales & service workers | Inter. production & transport workers | Elem. Clerical, sales & service workers | Labourers and related workers |
|---|---|---|---|---|---|---|---|---|---|---|
| Respondents lower skill level (a) | 1641 | 223 | 339 | 308 | 411 | 109 | 293 | 79 | 79 | 0 |
| Weighted respondents | 5715 | 722 | 1090 | 916 | 1168 | 360 | 951 | 255 | 253 | 0 |
| **Q2 Sex** | | | | | | | | | | |
| Male | 7.4 | 21.2 | 13.7 | 12.2 | 6.8 | 13.3 | 8.0 | 6.9 | 4.0 | 0.0 |
| Female | 8.3 | 27.0 | 14.1 | 19.0 | 18.3 | 13.0 | 5.1 | 4.2 | 1.3 | 0.0 |
| **Q3 Age at 26 May 2000** | | | | | | | | | | |
| 15-19 | 6.6 | 49.3 | 22.9 | 35.8 | 12.3 | 9.8 | 8.2 | 18.6 | 1.8 | 0.0 |
| 20-24 | 7.9 | 38.5 | 30.9 | 21.8 | 7.7 | 15.2 | 9.0 | 8.4 | 3.0 | 0.0 |
| 25-34 | 9.8 | 31.4 | 17.2 | 15.4 | 9.4 | 13.5 | 5.5 | 6.6 | 1.5 | 0.0 |
| 35-44 | 7.3 | 15.6 | 10.6 | 12.7 | 8.8 | 12.4 | 3.6 | 3.5 | 1.0 | 0.0 |
| 45-54 | 6.4 | 15.2 | 9.5 | 7.8 | 7.8 | 12.5 | 2.6 | 2.7 | 4.7 | 0.0 |
| 55+ | 8.2 | 19.0 | 9.0 | 8.1 | 9.4 | 9.1 | 7.0 | 0.0 | 0.0 | 0.0 |
| **Q1 Aboriginal or Torres Strait Islander** | | | | | | | | | | |
| Yes | 11.7 | 73.6 | 19.4 | 12.0 | 12.7 | 12.0 | 2.5 | 0.0 | 9.0 | 0.0 |
| No | 7.8 | 23.1 | 13.8 | 15.3 | 8.8 | 13.0 | 5.8 | 6.8 | 2.2 | 0.0 |
| **State** | | | | | | | | | | |
| New South Wales | 7.8 | 21.6 | 16.1 | 12.5 | 7.2 | 11.1 | 6.5 | 5.1 | 2.7 | 0.0 |
| Victoria | 9.2 | 23.5 | 14.4 | 19.0 | 13.0 | 14.9 | 6.6 | 7.7 | 2.3 | 0.0 |
| Queensland | 6.4 | 26.5 | 8.3 | 16.7 | 6.8 | 19.0 | 3.5 | 5.5 | 1.2 | 0.0 |
| South Australia | 7.2 | 13.3 | 15.1 | 13.3 | 12.9 | 13.4 | 2.9 | 2.7 | 2.1 | 0.0 |
| Western Australia | 9.0 | 29.2 | 15.8 | 20.7 | 11.8 | 16.4 | 8.0 | 16.6 | 2.2 | 0.0 |
| Tasmania | 7.8 | 35.2 | 9.9 | 11.9 | 11.4 | 16.3 | 4.0 | 14.5 | 2.1 | 0.0 |
| Northern Territory | 9.3 | 38.9 | 18.8 | 4.0 | 23.4 | 6.7 | 5.3 | 0.0 | 2.7 | 0.0 |
| Australian Capital Territory | 9.1 | 43.6 | 22.0 | 24.6 | 4.7 | 8.3 | 4.6 | 0.0 | 5.1 | 0.0 |
| Australia | 7.9 | 23.8 | 13.9 | 15.2 | 8.9 | 13.1 | 5.7 | 6.6 | 2.3 | 0.0 |

Table 40: Continued...

| | Total | Occupation before course | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Managers and admin | Prof. | Tech. & assoc. prof | Trades-persons & related workers | Adv. clerical & service workers | Inter. clerical, sales & service workers | Inter. production & transport workers | Elem. Clerical, sales & service workers | Labourers and related workers |
| Respondents no change in skill level (p) | 15439 | 714 | 2141 | 1368 | 2990 | 558 | 3914 | 650 | 1770 | 1334 |
| Weighted respondents | 51110 | 2317 | 6593 | 4509 | 11015 | 1860 | 12574 | 2558 | 5580 | 4105 |
| Q2 Sex | | | | | | | | | | |
| Male | 70.6 | 78.8 | 84.2 | 79.4 | 86.5 | 67.6 | 68.8 | 65.5 | 44.1 | 48.9 |
| Female | 69.8 | 73.0 | 84.1 | 68.9 | 70.4 | 67.8 | 77.6 | 68.1 | 54.2 | 48.3 |
| Q3 Age at 26 May 2000 | | | | | | | | | | |
| 15-19 | 62.4 | 50.7 | 76.4 | 61.4 | 83.4 | 88.5 | 77.4 | 48.9 | 55.0 | 48.2 |
| 20-24 | 60.1 | 61.5 | 67.6 | 68.1 | 86.4 | 61.0 | 68.0 | 45.3 | 40.9 | 35.8 |
| 25-34 | 70.3 | 68.6 | 79.9 | 71.8 | 79.8 | 62.9 | 71.6 | 66.9 | 50.9 | 59.6 |
| 35-44 | 78.8 | 84.4 | 87.6 | 78.8 | 81.3 | 69.3 | 81.6 | 79.2 | 64.9 | 60.3 |
| 45-54 | 82.4 | 84.8 | 89.1 | 83.4 | 86.3 | 76.7 | 82.5 | 84.7 | 70.2 | 63.8 |
| 55+ | 86.1 | 81.0 | 90.3 | 76.4 | 87.7 | 87.9 | 89.3 | 83.1 | 76.8 | 87.7 |
| Q1 Aboriginal or Torres Strait Islander | | | | | | | | | | |
| Yes | 66.4 | 26.4 | 80.6 | 77.3 | 81.3 | 76.0 | 81.0 | 51.7 | 45.2 | 57.2 |
| No | 70.2 | 76.9 | 84.3 | 74.8 | 83.7 | 67.6 | 75.6 | 65.5 | 50.5 | 48.4 |
| State | | | | | | | | | | |
| New South Wales | 70.4 | 78.4 | 81.9 | 77.6 | 85.2 | 68.1 | 74.9 | 63.7 | 47.6 | 47.8 |
| Victoria | 66.5 | 76.5 | 83.3 | 69.2 | 77.7 | 66.3 | 71.0 | 60.9 | 53.0 | 42.6 |
| Queensland | 76.9 | 73.5 | 90.8 | 74.5 | 88.7 | 69.7 | 84.1 | 78.3 | 56.6 | 55.7 |
| South Australia | 71.3 | 86.7 | 83.6 | 78.5 | 72.8 | 68.0 | 74.1 | 69.9 | 52.1 | 63.1 |
| Western Australia | 63.1 | 70.8 | 80.6 | 68.7 | 81.8 | 65.5 | 68.0 | 46.8 | 50.4 | 45.3 |
| Tasmania | 66.7 | 64.8 | 87.1 | 74.2 | 81.6 | 39.5 | 74.9 | 58.0 | 44.7 | 41.1 |
| Northern Territory | 66.6 | 61.1 | 81.2 | 85.3 | 61.7 | 93.3 | 74.7 | 55.0 | 40.0 | 43.5 |
| Australian Capital Territory | 60.2 | 56.4 | 75.0 | 70.3 | 80.2 | 66.7 | 71.4 | 42.5 | 38.6 | 26.7 |
| Australia | 70.2 | 76.2 | 84.2 | 74.8 | 83.7 | 67.7 | 75.7 | 65.9 | 50.5 | 48.7 |

## 2000 Student Outcomes Survey Endnotes

### (1) TAFE Graduates

(a) Graduates may have reported more than one disability

(b) Includes secondary school qualifications which took less than one semester to complete

(c) Includes AQF Bachelors degree, AQF Senior secondary, Endorsements to certificate, Statements of attainment, Certificate of competency and Certificate of proficiency

(d) Graduates may have received recognition for more than one type of prior learning

(e) Employment size includes all staff

(f) Graduates may have received income from more than one source

(g) For the 2000 survey excludes responses 'no Registered Private Providers or Adult Community Education Providers in local area' and 'local Registered Private Providers or Adult Community Education Providers did not offer training'

(h) Graduates may have received more than one kind of support from their employer

(i) Graduates may have reported more than one benefit

(j) Excludes 'not applicable', 'don't know' and 'not stated'

(k) 'Satisfied' includes ratings 8 to10

(l) 'Neither satisfied nor dissatisfied' includes ratings 4 to 7

(m) 'Dissatisfied' includes ratings 1 to3

(n) The occupation at the ASCO major group level for graduates who were employed both before and after their course was at a higher skill level after the course than before the course

(o) The occupation at the ASCO major group level for graduates who were employed both before and after their course was at a lower skill level after the course than before the course

(p) The occupation at the ASCO major group level for graduates who were employed both before and after their course was at the same skill level after the course as before the course

### Symbols:

- nil

# percentage that rounds to zero

## Module Completer Tables

Table 41: All module completers: Selected module completer and employment characteristics by State or Territory where training undertaken in 1999

Base: All Module completers

| | | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total module completers | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 7922 | 1072 | 959 | 960 | 795 | 846 | 937 | 1188 | 1165 |
| Weighted respondents | 200998 | 74472 | 39260 | 40189 | 16241 | 20952 | 3807 | 3016 | 3061 |
| Q4. Age at 26 May 2000 | | | | | | | | | |
| 15-19 | 18.3 | 22.9 | 14.6 | 15.5 | 15.6 | 17.9 | 12.4 | 17.8 | 16.9 |
| 20-24 | 16.1 | 15.8 | 17.8 | 14.5 | 15.0 | 16.5 | 19.0 | 13.7 | 24.3 |
| 25-29 | 10.9 | 9.6 | 13.3 | 10.6 | 10.9 | 10.7 | 10.3 | 12.3 | 14.1 |
| 30-34 | 9.6 | 8.5 | 10.0 | 10.7 | 10.5 | 9.6 | 9.2 | 11.3 | 10.4 |
| 35-39 | 11.4 | 11.0 | 10.8 | 12.4 | 11.8 | 10.4 | 13.5 | 14.7 | 10.5 |
| 40-44 | 11.8 | 11.6 | 11.5 | 11.2 | 13.2 | 13.0 | 13.6 | 12.3 | 7.7 |
| 45-49 | 8.2 | 7.0 | 9.0 | 9.6 | 9.6 | 7.5 | 9.2 | 7.0 | 7.5 |
| 50-54 | 6.4 | 5.7 | 6.3 | 7.4 | 7.9 | 5.9 | 6.5 | 6.4 | 6.3 |
| 55+ | 7.5 | 8.0 | 6.8 | 8.1 | 5.4 | 8.4 | 6.3 | 4.5 | 2.3 |
| Not Stated | 1.3 | 1.2 | 1.7 | 0.8 | 0.9 | 2.5 | 0.3 | 3.1 | 0.5 |
| Q3. Sex | | | | | | | | | |
| Male | 49.9 | 45.2 | 60.0 | 48.8 | 51.0 | 49.5 | 44.2 | 51.4 | 50.2 |
| Female | 50.1 | 54.8 | 40.0 | 51.2 | 49.0 | 50.5 | 55.8 | 48.6 | 49.8 |
| Not Stated | # | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 |
| Q13/14. Non-English speaking background | | | | | | | | | |
| Yes | 27.4 | 33.3 | 29.1 | 19.8 | 20.6 | 25.8 | 11.9 | 27.9 | 28.7 |
| No | 72.6 | 66.7 | 70.9 | 80.2 | 79.4 | 74.2 | 88.1 | 72.1 | 71.3 |
| Not Stated | 1.7 | 2.2 | 1.1 | 1.5 | 2.0 | 0.8 | 2.0 | 3.4 | 1.2 |
| Q12. Country of birth | | | | | | | | | |
| Australia | 77.3 | 74.3 | 78.9 | 80.9 | 81.2 | 72.3 | 87.6 | 81.4 | 79.0 |
| Other | 22.7 | 25.7 | 21.1 | 19.1 | 18.8 | 27.7 | 12.4 | 18.6 | 21.0 |
| Other main English speaking | 7.4 | 5.0 | 5.6 | 8.7 | 9.8 | 14.2 | 8.1 | 9.5 | 6.9 |
| Other countries | 15.3 | 20.7 | 15.5 | 10.4 | 9.0 | 13.6 | 4.3 | 9.1 | 14.1 |
| Not Stated | 1.3 | 1.6 | 0.9 | 1.1 | 1.6 | 0.7 | 1.8 | 4.1 | 0.6 |
| Q15/16. Disability (more than one response possible) | | | | | | | | | |
| Any (a) | 7.8 | 9.1 | 7.2 | 7.9 | 7.1 | 5.5 | 7.7 | 5.0 | 6.4 |
| None | 92.2 | 90.9 | 92.8 | 92.1 | 92.9 | 94.5 | 92.3 | 95.0 | 93.6 |
| Not Stated | 2.4 | 2.6 | 2.4 | 2.0 | 2.4 | 2.2 | 3.3 | 3.6 | 1.5 |
| Area of usual residence | | | | | | | | | |
| Capital City | 53.3 | 53.6 | 56.5 | 40.5 | 65.1 | 59.9 | 39.7 | 46.4 | 88.2 |
| Other | 46.7 | 46.4 | 43.5 | 59.5 | 34.9 | 40.1 | 60.3 | 53.6 | 11.8 |
| Not Stated | # | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 |

Table 41: Continued...

| | Total module completers | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 7922 | 1072 | 959 | 960 | 795 | 846 | 937 | 1188 | 1165 |
| Weighted respondents | 200998 | 74472 | 39260 | 40189 | 16241 | 20952 | 3807 | 3016 | 3061 |
| Q17. Highest pre-course secondary schooling | | | | | | | | | |
| Year 12 or equivalent | 45.2 | 41.0 | 47.9 | 50.3 | 42.6 | 46.7 | 36.2 | 36.0 | 64.6 |
| Year 11 or equivalent | 13.5 | 9.5 | 17.9 | 9.3 | 29.9 | 14.1 | 13.5 | 20.4 | 9.0 |
| Year 10 or equivalent | 28.3 | 33.8 | 21.3 | 29.6 | 18.4 | 27.3 | 39.3 | 27.1 | 17.6 |
| Below Year 10 | 8.8 | 11.3 | 8.5 | 6.3 | 5.2 | 8.4 | 6.1 | 11.1 | 4.3 |
| Other | 4.3 | 4.4 | 4.4 | 4.4 | 3.8 | 3.5 | 5.0 | 5.4 | 4.4 |
| Not Stated | 1.4 | 1.6 | 1.4 | 1.1 | 1.3 | 0.9 | 1.2 | 4.8 | 0.4 |
| Q18. Started training relative to secondary schooling | | | | | | | | | |
| While you were still enrolled at secondary school | 8.0 | 13.8 | 3.7 | 4.8 | 6.6 | 4.0 | 4.5 | 9.1 | 5.0 |
| Within 12 months of leaving secondary school | 14.4 | 14.2 | 17.1 | 13.8 | 11.5 | 13.8 | 12.1 | 10.0 | 18.8 |
| More than 12 months after leaving secondary school | 77.6 | 72.0 | 79.2 | 81.4 | 81.9 | 82.2 | 83.4 | 80.9 | 76.2 |
| Not Stated | 3.8 | 4.0 | 3.8 | 3.9 | 3.0 | 3.2 | 2.6 | 8.1 | 1.3 |
| Q19. Highest Pre-course educational qualifications since school (summary) | | | | | | | | | |
| Bachelor degree or higher | 11.3 | 10.9 | 11.2 | 11.7 | 11.1 | 11.9 | 7.7 | 13.1 | 16.2 |
| Other post-school educational qualification | 47.8 | 47.3 | 44.9 | 51.0 | 51.4 | 46.2 | 53.8 | 44.8 | 40.5 |
| No post-school educational qualification (b) | 40.9 | 41.8 | 43.8 | 37.2 | 37.5 | 41.9 | 38.5 | 42.1 | 43.2 |
| Not Stated | 4.9 | 5.0 | 4.6 | 5.1 | 4.5 | 4.7 | 4.8 | 8.7 | 2.3 |

Table 42: All module completers: Selected training and module completer characteristics by State or Territory where training undertaken in 1999

Base: All Module Completers

| | | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total module completers | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 7922 | 1072 | 959 | 960 | 795 | 846 | 937 | 1188 | 1165 |
| Weighted respondents | 200998 | 74472 | 39260 | 40189 | 16241 | 20952 | 3807 | 3016 | 3061 |
| Q42/51/57. Labour force status at 26 May 2000 | | | | | | | | | |
| Employed | 71.0 | 65.1 | 79.0 | 70.7 | 75.1 | 73.1 | 68.0 | 77.9 | 77.4 |
| Full-time | 47.1 | 41.8 | 56.4 | 46.6 | 51.3 | 45.1 | 43.8 | 56.5 | 51.7 |
| Part-time | 22.4 | 22.4 | 20.8 | 21.7 | 22.1 | 26.5 | 22.3 | 19.5 | 24.7 |
| Not Employed | 29.0 | 34.9 | 21.0 | 29.3 | 24.9 | 26.9 | 32.0 | 22.1 | 22.6 |
| Unemployed | 12.1 | 14.1 | 10.4 | 11.6 | 9.6 | 11.4 | 14.3 | 10.1 | 9.3 |
| Looking for full-time work | 7.2 | 7.1 | 7.8 | 6.8 | 6.9 | 7.6 | 9.2 | 6.9 | 5.7 |
| Looking for part-time work | 4.9 | 7.0 | 2.6 | 4.8 | 2.8 | 3.8 | 5.1 | 3.2 | 3.6 |
| Not in labour force | 16.5 | 20.4 | 10.4 | 17.2 | 14.3 | 15.2 | 17.2 | 10.7 | 12.9 |
| Not Stated | 2.6 | 2.6 | 2.7 | 2.5 | 2.4 | 2.1 | 2.9 | 6.2 | 1.1 |
| Q35. Recognition for prior learning towards training completed (more than one response possible) | | | | | | | | | |
| Any recognition (c) | 20.7 | 23.2 | 18.9 | 15.6 | 27.0 | 20.9 | 20.9 | 18.7 | 22.7 |
| No recognition | 79.3 | 76.8 | 81.1 | 84.4 | 73.0 | 79.1 | 79.1 | 81.3 | 77.3 |
| Not Stated | 9.0 | 9.1 | 8.7 | 7.7 | 10.3 | 9.9 | 13.1 | 12.4 | 4.9 |
| Q31. Hours per week attended class | | | | | | | | | |
| 1-5 hours | 37.5 | 36.5 | 33.0 | 39.9 | 42.9 | 41.7 | 37.1 | 31.7 | 34.8 |
| 6-10 hours | 21.8 | 27.0 | 18.3 | 19.5 | 16.5 | 17.5 | 25.5 | 19.1 | 28.0 |
| 11-15 hours | 6.7 | 6.3 | 6.6 | 6.8 | 7.9 | 6.9 | 5.5 | 5.7 | 9.8 |
| 16-20 hours | 8.8 | 8.8 | 9.8 | 8.8 | 5.9 | 8.7 | 7.4 | 8.8 | 10.6 |
| More than 20 hours | 13.5 | 12.1 | 17.5 | 13.5 | 11.4 | 12.6 | 13.3 | 15.9 | 12.0 |
| Block release | 2.8 | 1.2 | 4.7 | 2.3 | 4.4 | 3.6 | 4.6 | 9.5 | 1.2 |
| Day release | 2.6 | 1.9 | 4.9 | 1.6 | 3.5 | 2.7 | 2.0 | 3.4 | 0.6 |
| Did not attend formal classes - external study | 6.3 | 6.3 | 5.2 | 7.7 | 7.5 | 6.3 | 4.5 | 5.8 | 3.0 |
| Not Stated | 3.7 | 3.6 | 4.5 | 3.1 | 4.5 | 2.8 | 3.4 | 8.6 | 2.1 |
| Q37. Main reason for undertaking training | | | | | | | | | |
| To get a job (or own business) | 16.6 | 17.9 | 14.9 | 15.3 | 14.9 | 18.4 | 19.2 | 11.6 | 19.7 |
| To try for a different career | 10.5 | 10.2 | 11.0 | 10.3 | 10.3 | 10.6 | 12.2 | 8.4 | 13.1 |
| To get a better job or promotion | 7.3 | 7.6 | 7.4 | 6.1 | 9.5 | 6.9 | 6.0 | 6.3 | 9.5 |
| It was a requirement of my job | 10.6 | 6.3 | 18.5 | 11.5 | 14.8 | 6.9 | 8.4 | 13.1 | 6.8 |
| I wanted extra skills for my job | 20.4 | 18.2 | 22.2 | 20.8 | 21.6 | 21.6 | 23.6 | 28.3 | 19.3 |
| To get into other training | 4.3 | 4.9 | 3.4 | 5.2 | 3.0 | 3.2 | 3.0 | 4.1 | 5.5 |
| For interest or personal reasons | 24.7 | 28.2 | 17.4 | 26.2 | 21.2 | 26.8 | 24.4 | 21.6 | 21.4 |
| Other reasons | 5.6 | 6.7 | 5.2 | 4.7 | 4.6 | 5.7 | 3.1 | 6.5 | 4.7 |
| Not Stated | 2.7 | 2.7 | 1.6 | 1.6 | 2.3 | 1.6 | 1.8 | 5.8 | 0.8 |

Table 42: Continued...

| | | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total module completers | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 7922 | 1072 | 959 | 960 | 795 | 846 | 937 | 1188 | 1165 |
| Weighted respondents | 200998 | 74472 | 39260 | 40189 | 16241 | 20952 | 3807 | 3016 | 3061 |
| Q38. Achieved main reason | | | | | | | | | |
| Yes | 51.9 | 52.5 | 53.8 | 50.2 | 51.2 | 49.4 | 51.1 | 58.7 | 50.5 |
| No | 19.0 | 19.0 | 17.2 | 20.4 | 19.5 | 19.5 | 20.4 | 17.1 | 20.9 |
| Partly | 18.7 | 17.8 | 17.9 | 19.4 | 20.0 | 21.3 | 18.6 | 13.7 | 18.2 |
| Don't know yet | 10.4 | 10.7 | 11.2 | 10.0 | 9.2 | 9.7 | 9.9 | 10.5 | 10.4 |
| Not Stated | 2.4 | 3.1 | 2.0 | 1.6 | 2.4 | 2.3 | 2.4 | 4.2 | 1.9 |
| Q28. Had to move to do training | | | | | | | | | |
| Yes | 4.9 | 3.5 | 6.0 | 5.3 | 5.9 | 5.9 | 5.9 | 8.6 | 4.1 |
| No | 95.1 | 96.5 | 94.0 | 94.7 | 94.1 | 94.1 | 94.1 | 91.4 | 95.9 |
| Not Stated | 2.7 | 2.9 | 2.4 | 2.1 | 2.7 | 3.1 | 3.6 | 4.6 | 1.6 |

Table 43: **All module completers: Selected module completer and employment characteristics by qualification enrolled in 1999**

Base: All module completers

| | | Level of qualification undertaken | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total mod. comp. | State. of attain. | Cert- of comp. or prof. | Dip. (d) | Adv. cert. (e) | Cert - trade | Cert. IV | Cert. III | Cert. II | Cert. I | Cert - other | Other (f) | No statement or cert. |
| Respondents | 7922 | 2152 | 1609 | 880 | 61 | 130 | 454 | 646 | 429 | 243 | 199 | 298 | 821 |
| Weighted respondents | 200998 | 58510 | 41198 | 18652 | 1786 | 4068 | 11245 | 15441 | 10947 | 6876 | 5553 | 7295 | 19428 |
| Q3. Sex | | | | | | | | | | | | | |
| Male | 49.9 | 44.0 | 57.7 | 48.0 | 74.6 | 83.6 | 49.9 | 46.4 | 42.7 | 49.6 | 56.6 | 53.6 | 47.3 |
| Female | 50.1 | 56.0 | 42.3 | 52.0 | 25.4 | 16.4 | 50.1 | 53.6 | 57.3 | 50.4 | 43.4 | 46.4 | 52.7 |
| Not Stated | # | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 |
| Q13/14. Non-English speaking background | | | | | | | | | | | | | |
| Yes | 27.4 | 25.7 | 20.4 | 34.2 | 33.2 | 32.8 | 29.5 | 22.2 | 33.4 | 30.8 | 35.4 | 38.4 | 31.1 |
| No | 72.6 | 74.3 | 79.6 | 65.8 | 66.8 | 67.2 | 70.5 | 77.8 | 66.6 | 69.2 | 64.6 | 61.6 | 68.9 |
| Not Stated | 1.7 | 1.9 | 2.0 | 1.6 | 0.0 | 0.9 | 1.1 | 1.5 | 0.2 | 1.8 | 1.9 | 5.3 | 0.6 |
| Q12. Country of birth | | | | | | | | | | | | | |
| Australia | 77.3 | 78.6 | 80.4 | 74.1 | 72.1 | 82.8 | 73.5 | 78.8 | 70.9 | 81.9 | 76.2 | 72.2 | 74.4 |
| Other | 22.7 | 21.4 | 19.6 | 25.9 | 27.9 | 17.2 | 26.5 | 21.2 | 29.1 | 18.1 | 23.8 | 27.8 | 25.6 |
| Main English speaking countries | 7.4 | 5.5 | 8.7 | 8.8 | 10.4 | 5.9 | 10.8 | 9.1 | 7.2 | 3.2 | 5.8 | 4.7 | 8.6 |
| Other countries | 15.3 | 16.0 | 10.9 | 17.1 | 17.5 | 11.2 | 15.7 | 12.1 | 21.9 | 14.9 | 17.9 | 23.1 | 17.0 |
| Not stated | 1.3 | 1.7 | 1.0 | 1.4 | 0.0 | 0.8 | 0.5 | 1.4 | 1.0 | 4.2 | 0.9 | 2.2 | 0.4 |
| Q15/16. Disability (more than one response possible) | | | | | | | | | | | | | |
| Any (a) | 7.8 | 9.0 | 7.7 | 5.3 | 4.7 | 7.8 | 4.2 | 5.3 | 10.6 | 9.5 | 16.7 | 12.8 | 5.0 |
| None | 92.2 | 91.0 | 92.3 | 94.7 | 95.3 | 92.2 | 95.8 | 94.7 | 89.4 | 90.5 | 83.3 | 87.2 | 95.0 |
| Not Stated | 2.4 | 3.1 | 1.6 | 1.7 | 4.0 | 2.1 | 0.5 | 2.7 | 1.2 | 5.1 | 2.9 | 8.2 | 0.9 |
| Area of usual residence | | | | | | | | | | | | | |
| Capital city | 53.3 | 46.8 | 42.2 | 70.2 | 62.4 | 65.9 | 63.3 | 51.9 | 56.7 | 61.4 | 56.9 | 60.1 | 63.6 |
| Other | 46.7 | 53.2 | 57.8 | 29.8 | 37.6 | 34.1 | 36.7 | 48.1 | 43.3 | 38.6 | 43.1 | 39.9 | 36.4 |
| Not Stated | # | 0.1 | # | 0.0 | 0.0 | 0.0 | 0.0 | # | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Q42/51/57. Labour force status at 26 May 2000 | | | | | | | | | | | | | |
| Employed | 71.0 | 67.7 | 74.4 | 76.1 | 90.5 | 79.7 | 78.5 | 69.2 | 59.6 | 66.6 | 65.6 | 70.1 | 72.1 |
| Full-time | 47.1 | 43.3 | 52.7 | 51.2 | 79.7 | 68.2 | 51.4 | 42.3 | 37.7 | 42.5 | 42.2 | 42.0 | 46.9 |
| Part-time | 22.4 | 23.0 | 19.5 | 23.4 | 10.1 | 8.4 | 25.9 | 25.8 | 21.4 | 22.8 | 18.9 | 26.1 | 24.7 |
| Not Employed | 29.0 | 32.3 | 25.6 | 23.9 | 9.5 | 20.3 | 21.5 | 30.8 | 40.4 | 33.4 | 34.4 | 29.9 | 27.9 |
| Unemployed | 12.1 | 11.9 | 9.9 | 10.9 | 4.2 | 10.0 | 12.7 | 14.5 | 19.8 | 17.9 | 11.8 | 13.5 | 10.7 |
| Looking for full-time work | 7.2 | 5.5 | 6.2 | 7.4 | 0.9 | 9.5 | 6.8 | 9.8 | 14.6 | 7.7 | 9.2 | 5.7 | 8.2 |
| Looking for part-time work | 4.9 | 6.4 | 3.8 | 3.5 | 3.3 | 0.5 | 5.9 | 4.7 | 5.2 | 10.1 | 2.6 | 7.8 | 2.5 |
| Not in labour force | 16.5 | 19.8 | 15.4 | 12.6 | 5.3 | 10.3 | 8.8 | 15.7 | 19.8 | 15.4 | 22.5 | 15.0 | 16.8 |
| Not Stated | 2.6 | 2.2 | 2.6 | 1.9 | 0.0 | 4.2 | 2.8 | 4.9 | 1.9 | 4.6 | 3.4 | 4.4 | 1.0 |

Table 44: All module completers: Selected module completer, course and employment characteristics by labour force status at 26 May 2000

**Base: All Module Completers**

| | | Labour force status at 26 May 2000 | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total module completers | Total | Full- time | Part- time | Total | Looking for full- time | Looking for part- time | Not in labour force |
| Respondents | 7922 | 5730 | 3831 | 1782 | 828 | 506 | 322 | 1121 |
| Weighted respondents | 200998 | 139042 | 92257 | 43779 | 23682 | 14109 | 9572 | 32219 |
| Q4. Age at 26 May 2000 | | | | | | | | |
| 15-19 | 18.3 | 16.3 | 12.7 | 24.9 | 27.4 | 28.4 | 25.8 | 19.8 |
| 20-24 | 16.1 | 16.7 | 18.6 | 13.3 | 19.7 | 22.7 | 15.4 | 10.6 |
| 25-29 | 10.9 | 11.8 | 13.2 | 9.1 | 8.8 | 9.4 | 8.0 | 8.4 |
| 30-34 | 9.6 | 10.5 | 11.9 | 7.7 | 6.8 | 5.7 | 8.4 | 8.5 |
| 35-39 | 11.4 | 11.8 | 11.7 | 12.0 | 9.4 | 6.2 | 14.1 | 11.6 |
| 40-44 | 11.8 | 12.4 | 12.0 | 12.9 | 11.7 | 12.2 | 10.9 | 10.0 |
| 45-49 | 8.2 | 8.8 | 8.9 | 8.0 | 8.2 | 8.3 | 8.1 | 6.5 |
| 50-54 | 6.4 | 6.5 | 7.0 | 5.2 | 3.7 | 2.4 | 5.6 | 7.4 |
| 55+ | 7.5 | 5.2 | 3.9 | 7.0 | 4.3 | 4.6 | 3.7 | 17.1 |
| Not Stated | 1.3 | 1.1 | 1.0 | 1.0 | 2.1 | 2.6 | 1.3 | 1.5 |
| Q3. Sex | | | | | | | | |
| Male | 49.9 | 54.0 | 65.2 | 30.3 | 48.7 | 60.3 | 31.5 | 32.8 |
| Female | 50.1 | 46.0 | 34.8 | 69.7 | 51.3 | 39.7 | 68.5 | 67.2 |
| Q11. Aboriginal or Torres Strait Islander | | | | | | | | |
| Yes | 2.2 | 1.4 | 1.1 | 1.8 | 4.2 | 5.5 | 2.2 | 3.5 |
| No | 97.8 | 98.6 | 98.9 | 98.2 | 95.8 | 94.5 | 97.8 | 96.5 |
| Not Stated | 2.9 | 2.2 | 2.4 | 1.4 | 1.9 | 0.7 | 3.7 | 2.2 |
| Q13/14. Non-English speaking background | | | | | | | | |
| Yes | 27.4 | 26.1 | 27.4 | 23.5 | 34.1 | 30.6 | 39.4 | 27.8 |
| No | 72.6 | 73.9 | 72.6 | 76.5 | 65.9 | 69.4 | 60.6 | 72.2 |
| Not Stated | 1.7 | 0.9 | 0.9 | 0.5 | 0.9 | 0.4 | 1.6 | 1.0 |
| Q15/16. Disability (more than one response possible) | | | | | | | | |
| Any (a) | 7.8 | 4.2 | 3.6 | 5.3 | 11.8 | 11.4 | 12.4 | 18.9 |
| None | 92.2 | 95.8 | 96.4 | 94.7 | 88.2 | 88.6 | 87.6 | 81.1 |
| Not Stated | 2.4 | 1.7 | 1.7 | 0.9 | 1.5 | 0.7 | 2.7 | 2.7 |
| Area of usual residence | | | | | | | | |
| Capital City | 53.3 | 53.8 | 55.5 | 51.6 | 55.2 | 53.3 | 58.0 | 51.0 |
| Other | 46.7 | 46.2 | 44.5 | 48.4 | 44.8 | 46.7 | 42.0 | 49.0 |
| Not Stated | # | # | # | # | 0.0 | 0.0 | 0.0 | 0.1 |
| Q39. Labour force status during training | | | | | | | | |
| Employed | 63.8 | 82.8 | 75.6 | 83.3 | 21.6 | 23.3 | 19.2 | 14.8 |
| Not Employed | 35.2 | 17.0 | 24.4 | 15.8 | 78.1 | 76.5 | 80.6 | 84.7 |
| Not Stated | 2.7 | 0.9 | 0.2 | 5.7 | 0.3 | 0.3 | 0.3 | 0.6 |

Table 45: Module completers employed at 26 May 2000: Selected module completer and employment characteristics by State or Territory where training undertaken in 1999

Base: Module completers employed at 26 May 2000

| | | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total module completers | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 5730 | 586 | 729 | 670 | 584 | 622 | 614 | 920 | 895 |
| Weighted respondents | 139042 | 47178 | 30196 | 27700 | 11910 | 14986 | 2514 | 2202 | 2346 |
| Q3. Sex | | | | | | | | | |
| Male | 54.0 | 49.1 | 63.8 | 52.9 | 54.0 | 53.5 | 47.4 | 53.1 | 51.9 |
| Female | 46.0 | 50.9 | 36.2 | 47.1 | 46.0 | 46.5 | 52.6 | 46.9 | 48.1 |
| Not Stated | # | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 |
| Q13/14. Non-English speaking background | | | | | | | | | |
| Yes | 26.1 | 32.9 | 27.8 | 17.9 | 19.6 | 24.1 | 11.1 | 25.0 | 26.2 |
| No | 73.9 | 67.1 | 72.2 | 82.1 | 80.4 | 75.9 | 88.9 | 75.0 | 73.8 |
| Not Stated | 0.9 | 1.0 | 0.8 | 0.9 | 1.2 | 0.7 | 1.6 | 0.7 | 0.9 |
| Q15/16. Disability (more than one response possible) | | | | | | | | | |
| Any (a) | 4.2 | 5.1 | 4.2 | 3.2 | 3.9 | 4.1 | 3.3 | 2.9 | 5.7 |
| None | 95.8 | 94.9 | 95.8 | 96.8 | 96.1 | 95.9 | 96.7 | 97.1 | 94.3 |
| Not Stated | 1.7 | 2.0 | 2.1 | 0.7 | 1.3 | 2.0 | 2.6 | 1.1 | 1.3 |
| Area of usual residence | | | | | | | | | |
| Capital city | 53.8 | 55.5 | 55.8 | 40.3 | 65.2 | 58.3 | 41.8 | 47.3 | 87.1 |
| Other | 46.2 | 44.5 | 44.2 | 59.7 | 34.8 | 41.7 | 58.2 | 52.7 | 12.9 |
| Not Stated | # | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 |
| Q18. Started training relative to secondary schooling | | | | | | | | | |
| While you were still enrolled at secondary school | 5.6 | 9.6 | 3.0 | 3.8 | 4.4 | 3.5 | 2.9 | 4.3 | 4.5 |
| Within 12 months of leaving secondary school | 15.1 | 16.0 | 17.2 | 15.2 | 9.7 | 13.7 | 10.8 | 9.3 | 18.8 |
| More than 12 months after leaving secondary school | 79.3 | 74.5 | 79.9 | 80.9 | 85.9 | 82.8 | 86.2 | 86.3 | 76.8 |
| Not Stated | 2.3 | 2.7 | 2.5 | 2.3 | 2.1 | 0.9 | 1.3 | 1.4 | 0.8 |
| Q46. Occupation at 26 May 2000 | | | | | | | | | |
| Managers and administrators | 7.0 | 5.7 | 9.1 | 4.7 | 11.2 | 7.7 | 7.7 | 6.3 | 6.5 |
| Professionals | 14.1 | 14.3 | 11.3 | 15.7 | 15.9 | 14.8 | 11.8 | 18.0 | 15.2 |
| Technicians and associate professionals | 8.5 | 6.2 | 8.8 | 9.2 | 11.2 | 10.5 | 11.0 | 13.5 | 11.4 |
| Tradespersons and related workers | 16.6 | 12.0 | 22.4 | 19.0 | 15.5 | 16.7 | 18.3 | 17.4 | 12.3 |
| Advanced clerical and service workers | 4.5 | 4.6 | 3.9 | 4.5 | 3.8 | 5.5 | 4.7 | 4.7 | 5.9 |
| Intermediate clerical, sales and service workers | 19.5 | 23.6 | 14.7 | 18.6 | 18.5 | 17.2 | 19.9 | 17.9 | 25.7 |
| Intermediate production and transport workers | 6.1 | 6.1 | 7.6 | 5.8 | 3.9 | 6.5 | 6.7 | 3.7 | 2.8 |
| Elementary clerical, sales and service workers | 13.0 | 16.7 | 11.7 | 11.7 | 8.3 | 10.8 | 10.7 | 10.1 | 13.7 |
| Labourers and related workers | 10.6 | 10.7 | 10.5 | 10.8 | 11.6 | 10.3 | 9.3 | 8.4 | 6.5 |
| Not Stated | 5.7 | 5.2 | 6.5 | 5.4 | 7.2 | 5.2 | 7.6 | 5.3 | 4.7 |

Table 45: Continued...

| | Total module completers | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT |
| Respondents | 5730 | 686 | 729 | 670 | 584 | 622 | 614 | 920 | 895 |
| Weighted respondents | *39042 | 11178 | 10196 | 7700 | 1910 | 4996 | 2514 | 2202 | 2346 |
| **Q49. Employment size of workplace (g)** | | | | | | | | | |
| Less than 10 people | 34.2 | 34.3 | 34.7 | 32.9 | 32.9 | 38.0 | 32.9 | 31.8 | 26.6 |
| 10-19 people | 13.4 | 13.5 | 13.6 | 11.9 | 9.9 | 16.8 | 15.6 | 13.7 | 14.3 |
| 20-99 people | 24.0 | 23.8 | 22.1 | 26.3 | 23.2 | 24.4 | 25.0 | 25.5 | 21.9 |
| 100 or more people | 28.5 | 28.3 | 29.5 | 28.9 | 34.0 | 20.7 | 26.4 | 29.0 | 37.2 |
| Not Stated | 4.8 | 5.2 | 4.0 | 5.2 | 6.6 | 3.6 | 5.1 | 4.6 | 2.8 |
| **Q50. Employment size of business in Australia (g)** | | | | | | | | | |
| Less than 10 people | 25.8 | 25.9 | 28.4 | 23.4 | 22.3 | 29.6 | 24.3 | 21.1 | 17.6 |
| 10-19 people | 8.0 | 7.1 | 8.2 | 7.2 | 7.6 | 11.9 | 11.1 | 7.2 | 6.3 |
| 20-99 people | 13.2 | 14.0 | 13.7 | 12.8 | 11.5 | 12.4 | 14.8 | 11.1 | 10.8 |
| 100 or more people | 53.0 | 53.1 | 49.7 | 56.6 | 58.6 | 46.1 | 49.8 | 60.5 | 65.3 |
| Not Stated | 4.4 | 4.7 | 3.9 | 4.9 | 5.7 | 3.5 | 4.7 | 4.4 | 2.5 |
| **Q48. Sector of business** | | | | | | | | | |
| Private | 78.3 | 77.2 | 84.7 | 74.2 | 77.1 | 81.1 | 80.3 | 65.0 | 63.2 |
| Public | 21.7 | 22.8 | 15.3 | 25.8 | 22.9 | 18.9 | 19.7 | 35.0 | 36.8 |
| Not Stated | 3.2 | 3.9 | 2.6 | 3.8 | 1.9 | 2.8 | 3.4 | 3.5 | 1.9 |
| **Q56. Relevance of training to job at 26 May 2000** | | | | | | | | | |
| Highly relevant | 28.7 | 26.9 | 32.5 | 28.0 | 30.5 | 26.6 | 26.7 | 30.4 | 26.2 |
| Some relevance | 29.9 | 27.1 | 31.8 | 28.4 | 35.5 | 32.1 | 33.9 | 33.9 | 26.5 |
| Very little relevance | 12.4 | 12.0 | 10.9 | 14.6 | 13.7 | 10.7 | 11.7 | 12.1 | 15.3 |
| Not at all relevant | 29.1 | 33.9 | 24.8 | 28.9 | 20.3 | 30.5 | 27.6 | 23.6 | 32.0 |
| Not Stated | 2.6 | 2.8 | 2.4 | 3.2 | 2.6 | 2.2 | 2.4 | 1.6 | 1.9 |
| **Q44. Same employer before, during and at 26 May 2000** | | | | | | | | | |
| Yes | 70.4 | 67.4 | 71.9 | 73.4 | 74.5 | 69.4 | 73.3 | 72.6 | 57.6 |
| No | 29.6 | 32.6 | 28.1 | 26.6 | 25.5 | 30.6 | 26.7 | 27.4 | 42.4 |
| Not Stated | 3.4 | 2.5 | 4.3 | 4.1 | 3.7 | 3.3 | 2.6 | 4.4 | 2.8 |

Table 46: Module completers unemployed at 26 May 2000: Selected module completer and training characteristics by whether looking for work in same field of study as training undertaken in 1999

**Base: Module completers unemployed at 26 May 2000**

| | | Looking in same field | | |
|---|---|---|---|---|
| | Total module completers | Same field | Different field | No pref./don't mind |
| Respondents | 828 | 324 | 200 | 227 |
| Weighted respondents | 23682 | 8911 | 5725 | 6704 |
| Q3. Sex | | | | |
| Male | 48.7 | 50.5 | 41.7 | 50.3 |
| Female | 51.3 | 49.5 | 58.3 | 49.7 |
| Q13/14. Non-English speaking background | | | | |
| Yes | 34.1 | 35.4 | 36.9 | 30.6 |
| No | 65.9 | 64.6 | 63.1 | 69.4 |
| Not Stated | 0.9 | 0.2 | 0.0 | 1.4 |
| Q15/16. Disability (more than one response possible) | | | | |
| Any (a) | 11.8 | 15.9 | 6.1 | 10.6 |
| None | 88.2 | 84.1 | 93.9 | 89.4 |
| Not Stated | 1.5 | 1.2 | 1.4 | 1.4 |
| Area of usual residence | | | | |
| Capital city | 55.2 | 60.9 | 50.6 | 52.8 |
| Other | 44.8 | 39.1 | 49.4 | 47.2 |

Table 47: All module completers: Selected module completer and employment characteristics by hours attended classes for training undertaken in 1999

Base: All module completers

| | | Hours attended classes for 1999 | | | | | |
|---|---|---|---|---|---|---|---|
| | Total module completers | 1-10 hours | 11-15 hours | 16-20 hours | More than 20 hours | Block/day release | External study |
| Respondents | 7922 | 4535 | 528 | 657 | 1004 | 462 | 435 |
| Weighted responses | 200998 | 114803 | 12914 | 16968 | 26077 | 10493 | 12283 |
| Q37. Main reason for undertaking training | | | | | | | |
| To get a job (or own business) | 16.6 | 11.2 | 21.3 | 31.0 | 37.0 | 6.7 | 8.1 |
| To try for a different career | 10.5 | 8.7 | 13.0 | 19.9 | 12.6 | 4.7 | 14.8 |
| To get a better job or promotion | 7.3 | 7.3 | 11.0 | 6.1 | 5.9 | 3.4 | 12.4 |
| It was a requirement of my job | 10.6 | 9.4 | 4.7 | 4.2 | 7.1 | 45.8 | 12.4 |
| I wanted extra skills for my job | 20.4 | 25.8 | 16.0 | 8.8 | 8.3 | 17.3 | 22.6 |
| To get into other training | 4.3 | 3.8 | 6.1 | 6.2 | 6.3 | 1.8 | 3.2 |
| For interest or personal reasons | 24.7 | 28.6 | 22.8 | 17.8 | 17.7 | 13.3 | 20.1 |
| Other reasons | 5.6 | 5.3 | 5.0 | 6.1 | 5.2 | 6.8 | 6.4 |
| Not Stated | 2.1 | 0.8 | 0.2 | 0.6 | 1.0 | 0.5 | # |
| Q42/51/57. Labour force status at 26 May 2000 | | | | | | | |
| Employed | 71.0 | 73.9 | 62.9 | 60.0 | 63.0 | 85.5 | 76.3 |
| Not Employed | 29.0 | 26.1 | 37.1 | 40.0 | 37.0 | 14.5 | 23.7 |
| Not Stated | 2.6 | 1.4 | 0.6 | 0.8 | 1.4 | 0.6 | 0.6 |



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Table 48 All module completers: Selected module completer, training and employment characteristics by main reason for doing training undertaken in 1999

Base: All module completers

| | | Main reason for doing training completed in 1999 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total module completers | To get a job (or own business) | To try for a different career | To get a better job or promotion | Requirement of job skills for | To get extra course of my job | To get into another development study | Interest or personal | Other reasons reasons | Total vocational vocational | Total non reasons |
| Respondents | 7922 | 1269 | 857 | 595 | 819 | 1735 | 303 | 1909 | 375 | 5275 | 2487 |
| Weighted respondents | 200998 | 32626 | 20606 | 14406 | 20948 | 40096 | 8470 | 48541 | 11011 | 128682 | 68022 |
| Q38. Achieved main reason | | | | | | | | | | | |
| Yes | 51.9 | 32.0 | 24.3 | 34.3 | 76.7 | 67.2 | 41.9 | 61.2 | 49.8 | 49.3 | 57.0 |
| No | 19.0 | 35.8 | 34.8 | 28.5 | 7.9 | 7.2 | 21.4 | 12.7 | 16.6 | 21.4 | 14.4 |
| Partly | 18.7 | 17.3 | 17.2 | 21.4 | 11.9 | 19.9 | 19.4 | 21.1 | 19.2 | 17.7 | 20.6 |
| Don't know yet | 10.4 | 14.9 | 23.7 | 15.7 | 3.6 | 5.7 | 17.2 | 5.0 | 14.4 | 11.7 | 8.1 |
| Not Stated | 2.4 | 0.5 | 0.3 | 0.6 | 0.5 | 0.3 | 0.8 | 1.0 | 1.9 | 0.4 | 1.1 |
| Q3. Sex | | | | | | | | | | | |
| Male | 49.9 | 48.3 | 49.4 | 50.3 | 65.6 | 54.0 | 43.0 | 41.2 | 53.2 | 53.3 | 43.4 |
| Female | 50.1 | 51.7 | 50.6 | 49.7 | 34.4 | 46.0 | 57.0 | 58.8 | 46.8 | 46.7 | 56.6 |
| Not Stated | # | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | # |
| Q13/14. Non-English speaking background | | | | | | | | | | | |
| Yes | 27.4 | 33.2 | 27.6 | 36.2 | 20.0 | 20.5 | 31.1 | 29.6 | 25.7 | 26.6 | 29.1 |
| No | 72.6 | 66.8 | 72.4 | 63.8 | 80.0 | 79.5 | 68.9 | 70.4 | 74.3 | 73.4 | 70.9 |
| Not Stated | 1.7 | 0.2 | 0.4 | 0.6 | 1.2 | 1.4 | 1.4 | 0.6 | 2.0 | 0.8 | 0.9 |
| Q19. Highest Pre-training educational qualifications since school | | | | | | | | | | | |
| Bachelor degree or higher | 11.3 | 7.0 | 10.4 | 8.7 | 10.4 | 17.2 | 9.1 | 12.2 | 7.3 | 11.5 | 11.0 |
| Other post-school educational qualification | 47.8 | 38.4 | 54.1 | 56.7 | 49.8 | 59.3 | 42.3 | 42.5 | 33.8 | 51.4 | 41.0 |
| No post-school educational qualification (b) | 40.9 | 54.6 | 35.5 | 34.5 | 39.7 | 23.6 | 48.6 | 45.3 | 58.9 | 37.2 | 47.9 |
| Not Stated | 4.9 | 4.0 | 3.1 | 1.7 | 5.7 | 3.4 | 6.0 | 5.1 | 3.9 | 3.7 | 5.0 |
| Q42/51/57. Labour force status at 26 May 2000 | | | | | | | | | | | |
| Employed | 71.0 | 58.1 | 69.9 | 85.8 | 91.7 | 88.8 | 55.5 | 58.4 | 55.3 | 78.1 | 57.6 |
| Full-time | 47.1 | 33.6 | 42.8 | 70.2 | 72.1 | 64.3 | 24.3 | 34.8 | 26.6 | 55.0 | 32.2 |
| Part-time | 22.4 | 23.7 | 26.3 | 13.7 | 18.1 | 22.5 | 30.3 | 22.0 | 26.5 | 21.7 | 23.7 |
| Not Employed | 29.0 | 41.9 | 30.1 | 14.2 | 8.3 | 11.2 | 44.5 | 41.6 | 44.7 | 21.9 | 42.4 |
| Unemployed | 12.1 | 24.2 | 17.3 | 7.6 | 4.0 | 5.1 | 23.6 | 10.5 | 11.3 | 12.0 | 12.3 |
| Looking for full-time work | 7.2 | 15.9 | 12.4 | 5.5 | 2.6 | 3.6 | 10.2 | 4.2 | 6.7 | 8.2 | 5.4 |
| Looking for part-time work | 4.9 | 8.3 | 4.9 | 2.1 | 1.4 | 1.6 | 13.5 | 6.3 | 4.6 | 3.8 | 6.9 |
| Not in labour force | 16.5 | 17.1 | 12.8 | 6.6 | 4.1 | 6.0 | 20.1 | 30.1 | 33.3 | 9.6 | 29.4 |
| Not Stated | 2.6 | 0.8 | 0.6 | 0.4 | 1.4 | 0.7 | 1.2 | 0.8 | 1.1 | 0.8 | 0.9 |

Table 49: Module completers with post-school educational qualifications before training: Selected employment characteristics by labour force status before training

Base: Module completers with post-school educational qualifications before training

| | | Labour force status before training | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total module completers | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 4561 | 2430 | 999 | 3530 | 313 | 143 | 456 | 510 |
| Weighted respondents | 112962 | 56650 | 23509 | 82983 | 8897 | 4093 | 12990 | 15192 |
| Q42/51/57. Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 74.4 | 91.9 | 85.5 | 89.5 | 46.4 | 24.0 | 39.4 | 24.4 |
| Full-time | 52.5 | 84.6 | 21.9 | 65.5 | 27.5 | 9.0 | 21.7 | 10.4 |
| Part-time | 20.5 | 6.2 | 62.3 | 22.5 | 17.8 | 14.0 | 16.6 | 13.3 |
| Not Employed | 25.6 | 8.1 | 14.5 | 10.5 | 53.6 | 76.0 | 60.6 | 75.6 |
| Unemployed | 11.1 | 3.7 | 7.2 | 5.1 | 35.6 | 49.6 | 40.0 | 18.2 |
| Looking for full-time work | 6.8 | 3.0 | 5.0 | 3.7 | 32.9 | 4.4 | 24.0 | 9.5 |
| Looking for part-time work | 4.3 | 0.7 | 2.1 | 1.4 | 2.7 | 45.2 | 16.0 | 8.7 |
| Not in labour force | 14.2 | 4.4 | 7.1 | 5.3 | 17.3 | 26.0 | 20.0 | 56.0 |
| Not Stated | 1.7 | 0.8 | 0.7 | 0.9 | # | 1.1 | 0.4 | 1.9 |

Table 50: Module completers without post-school educational qualifications before training: Selected employment characteristics by labour force status before training

Base: Module completers without post-school educational qualifications before training

| | | Labour force status before training | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total module completers | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 3003 | 926 | 898 | 1887 | 258 | 173 | 431 | 646 |
| Weighted respondents | 76238 | 22037 | 22323 | 46112 | 7183 | 4959 | 12143 | 18984 |
| Q42/51/57. Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 66.8 | 89.5 | 82.9 | 86.2 | 43.0 | 43.0 | 43.0 | 36.8 |
| Full-time | 40.1 | 80.6 | 28.9 | 53.8 | 28.5 | 14.1 | 22.6 | 19.5 |
| Part-time | 25.0 | 7.9 | 52.6 | 30.2 | 12.9 | 27.7 | 19.0 | 16.6 |
| Not Employed | 33.2 | 10.5 | 17.1 | 13.8 | 57.0 | 57.0 | 57.0 | 63.2 |
| Unemployed | 13.8 | 4.1 | 8.3 | 6.1 | 39.1 | 43.8 | 41.0 | 14.2 |
| Looking for full-time work | 8.1 | 3.0 | 5.0 | 3.9 | 37.3 | 9.9 | 26.1 | 6.0 |
| Looking for part-time work | 5.7 | 1.1 | 3.3 | 2.2 | 1.8 | 33.8 | 14.9 | 8.1 |
| Not in labour force | 19.0 | 5.9 | 8.6 | 7.4 | 17.9 | 13.2 | 16.0 | 48.3 |
| Not Stated | 2.0 | 0.5 | 2.3 | 2.0 | 0.7 | 0.0 | 0.4 | 0.7 |

Table 51: All module completers: Selected employment characteristics by labour force status before training

Base: All module completers

| | | Labour force status before training | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total module completers | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 7922 | 3446 | 1968 | 5591 | 593 | 325 | 918 | 1224 |
| Weighted respondents | 200998 | 81482 | 47840 | 133976 | 16669 | 9352 | 26022 | 36170 |
| Q42/51/57. Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 71.0 | 91.1 | 84.5 | 88.4 | 44.7 | 34.7 | 41.1 | 30.8 |
| Full-time | 47.1 | 83.4 | 25.4 | 61.2 | 27.8 | 11.5 | 21.9 | 15.2 |
| Part-time | 22.4 | 6.6 | 57.8 | 25.4 | 15.7 | 22.2 | 18.0 | 14.8 |
| Not Employed | 29.0 | 8.9 | 15.5 | 11.6 | 55.3 | 65.3 | 58.9 | 69.2 |
| Unemployed | 12.1 | 3.9 | 7.5 | 5.4 | 37.1 | 46.0 | 40.3 | 15.6 |
| Looking for full-time work | 7.2 | 3.0 | 4.8 | 3.6 | 34.8 | 7.2 | 24.9 | 7.4 |
| Looking for part-time work | 4.9 | 0.9 | 2.7 | 1.8 | 2.3 | 38.8 | 15.4 | 8.3 |
| Not in labour force | 16.5 | 4.8 | 7.7 | 6.0 | 17.5 | 19.1 | 18.1 | 52.6 |
| Not Stated | 2.6 | 0.8 | 1.4 | 1.3 | 0.5 | 0.5 | 0.5 | 1.2 |

Table 52: Male module completers: Selected employment characteristics by labour force status before training

Base: Male module completers

| | | Labour force status before training | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total module completers | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 3749 | 2100 | 600 | 2778 | 336 | 106 | 442 | 452 |
| Weighted respondents | 100276 | 53591 | 15482 | 71318 | 9468 | 3116 | 12585 | 14263 |
| Q42/51/57. Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 76.9 | 92.4 | 82.8 | 90.2 | 46.6 | 47.4 | 46.8 | 39.5 |
| Full-time | 61.6 | 86.4 | 37.1 | 74.6 | 31.0 | 23.6 | 29.2 | 27.1 |
| Part-time | 13.6 | 4.6 | 45.4 | 13.7 | 13.7 | 23.0 | 16.0 | 11.6 |
| Not Employed | 23.1 | 7.6 | 17.2 | 9.8 | 53.4 | 52.6 | 53.2 | 60.5 |
| Unemployed | 11.8 | 3.8 | 11.2 | 5.6 | 39.9 | 37.9 | 39.4 | 17.0 |
| Looking for full-time work | 8.7 | 3.2 | 7.8 | 4.1 | 39.1 | 7.2 | 31.2 | 10.7 |
| Looking for part-time work | 3.1 | 0.6 | 3.4 | 1.5 | 0.8 | 30.6 | 8.2 | 6.3 |
| Not in labour force | 10.8 | 3.6 | 5.7 | 4.0 | 12.2 | 14.3 | 12.7 | 42.1 |
| Not Stated | 2.6 | 0.8 | 1.9 | 1.4 | 0.4 | 0.0 | 0.3 | 0.7 |

Table 53: Female module completers: Selected employment characteristics by labour force status before training

Base: Female module completers

| | | Labour force status before training | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Employed | | | Unemployed | | | |
| | Total module completers | Full-time | Part-time | Total | Looking for full-time work | Looking for part-time work | Total | Not in the labour force |
| Respondents | 4172 | 1345 | 1368 | 2812 | 257 | 219 | 476 | 772 |
| Weighted respondents | 100696 | 27863 | 32357 | 62631 | 7201 | 6236 | 13437 | 21907 |
| Q42/51/57. Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 65.2 | 88.7 | 85.3 | 86.3 | 42.1 | 28.4 | 35.8 | 25.0 |
| Full-time | 32.7 | 77.5 | 19.9 | 46.0 | 23.5 | 5.4 | 15.1 | 7.4 |
| Part-time | 31.1 | 10.4 | 63.8 | 38.6 | 18.2 | 21.9 | 19.9 | 17.0 |
| Not Employed | 34.8 | 11.3 | 14.7 | 13.7 | 57.9 | 71.6 | 64.2 | 75.0 |
| Unemployed | 12.4 | 4.1 | 5.8 | 5.2 | 33.3 | 50.0 | 41.1 | 14.8 |
| Looking for full-time work | 5.7 | 2.5 | 3.4 | 3.1 | 29.1 | 7.2 | 18.9 | 5.2 |
| Looking for part-time work | 6.7 | 1.6 | 2.4 | 2.2 | 4.2 | 42.8 | 22.1 | 9.5 |
| Not in labour force | 22.1 | 6.9 | 8.7 | 8.2 | 24.5 | 21.6 | 23.1 | 59.4 |
| Not Stated | 2.6 | 0.8 | 1.2 | 1.3 | 0.7 | 0.7 | 0.7 | 1.5 |

Table 54: Module completers employed during final semester: Selected module completer, training and employment characteristics by employer/business support

Base: Module completers employed during final semester

| | | Employer/business support | | | | | |
|---|---|---|---|---|---|---|---|
| | | Received support | | | | | |
| | Total module completers | Paid fees | Paid time off work | Unpaid time off work | Other support | Total (h) | No support |
| Respondents | 5242 | 1266 | 908 | 280 | 259 | 2088 | 2604 |
| Weighted respondents | 124663 | 27706 | 16482 | 7265 | 6413 | 46822 | 64181 |
| Q3. Sex | | | | | | | |
| Male | 54.2 | 66.5 | 65.7 | 45.7 | 47.6 | 60.8 | 48.8 |
| Female | 45.8 | 33.5 | 34.3 | 54.3 | 52.4 | 39.2 | 51.2 |
| Q13/14. Non-English speaking background | | | | | | | |
| Yes | 25.1 | 19.5 | 24.7 | 23.7 | 18.3 | 22.0 | 26.2 |
| No | 74.9 | 80.5 | 75.3 | 76.3 | 81.7 | 78.0 | 73.8 |
| Not Stated | 1.0 | 0.2 | 0 | 0.0 | 0.0 | 0.1 | 0.3 |
| Q15/16. Disability (more than one response possible) | | | | | | | |
| Any (a) | 4.3 | 3.8 | 2.2 | 3.7 | 6.9 | 3.8 | 3.7 |
| None | 95.7 | 96.2 | 97.8 | 96.3 | 93.1 | 96.2 | 96.3 |
| Not Stated | 1.7 | 0.5 | 0.2 | 0.0 | 0.1 | 0.3 | 0.8 |

Table 55: Module completers employed at 26 May 2000: Selected module completer, training and employment characteristics by relevance of training undertaken in 1999 to job at 26 May 2000

Base: Module completers employed at 26 May 2000

| | | Relevance of 1999 training | | | |
|---|---|---|---|---|---|
| | Total module completers | Highly relevant | Some relevance | Very little relevance | Not at all relevant |
| Respondents | 5730 | 1590 | 1737 | 705 | 1559 |
| Weighted respondents | 139042 | 38817 | 40440 | 16722 | 39380 |
| Q4. Age at 26 May 2000 | | | | | |
| 15-19 | 16.3 | 11.3 | 10.2 | 18.5 | 28.6 |
| 20-24 | 16.7 | 17.0 | 14.7 | 19.4 | 18.0 |
| 25-29 | 11.8 | 12.9 | 12.2 | 15.3 | 9.3 |
| 30-34 | 10.5 | 12.0 | 12.2 | 8.1 | 8.3 |
| 35-39 | 11.8 | 12.3 | 12.9 | 13.0 | 9.2 |
| 40-44 | 12.4 | 13.2 | 15.2 | 10.2 | 9.8 |
| 45-49 | 8.8 | 8.6 | 9.0 | 9.2 | 8.0 |
| 50-54 | 6.5 | 7.3 | 7.0 | 5.0 | 5.4 |
| 55+ | 5.2 | 5.2 | 6.7 | 3.3 | 3.4 |
| Not Stated | 1.1 | 1.0 | 1.5 | 0.7 | 1.0 |
| Q3. Sex | | | | | |
| Male | 54.0 | 57.1 | 55.9 | 46.7 | 52.2 |
| Female | 46.0 | 42.9 | 44.1 | 53.3 | 47.8 |
| Not Stated | * | 0.0 | 0.0 | 0.0 | 0.1 |
| Q13/14. Non-English speaking background | | | | | |
| Yes | 26.1 | 26.0 | 26.7 | 24.8 | 25.2 |
| No | 73.9 | 74.0 | 73.3 | 75.2 | 74.8 |
| Not Stated | 0.9 | 0.9 | 1.0 | 0.4 | 0.7 |
| Q12. Country of birth | | | | | |
| Australia | 78.9 | 79.6 | 78.1 | 77.4 | 80.7 |
| Other | 21.1 | 20.4 | 21.9 | 22.6 | 19.3 |
| Main English speaking countries | 7.6 | 8.0 | 7.7 | 7.0 | 7.2 |
| Other countries | 13.5 | 12.4 | 14.2 | 15.6 | 12.0 |
| Not stated | 0.8 | 0.5 | 0.5 | 0.4 | 0.7 |
| Q15/16. Disability (more than one response possible) | | | | | |
| Any (a) | 4.2 | 4.1 | 3.2 | 4.1 | 4.9 |
| None | 95.8 | 95.9 | 96.8 | 95.9 | 95.1 |
| Not Stated | 1.7 | 1.1 | 1.6 | 1.2 | 1.1 |
| Q55. First full-time job at 26 May 2000 | | | | | |
| Yes | 19.6 | 23.2 | 17.9 | 20.9 | 16.7 |
| No | 80.4 | 76.8 | 82.1 | 79.1 | 83.3 |
| Not Stated | 3.1 | 1.6 | 2.0 | 0.7 | 0.6 |

Table 55: Continued...

| | | Relevance of 1999 training | | | |
|---|---|---|---|---|---|
| | Total module completers | Highly relevant | Some relevance | Very little relevance | Not at all relevant |
| Respondents | 5730 | 1590 | 1737 | 705 | 1559 |
| Weighted respondents | 139042 | 38817 | 40440 | 16722 | 39380 |
| **Q43/45. Employment status at 26 May 2000** | | | | | |
| Employee | 88.8 | 85.7 | 86.5 | 91.3 | 94.0 |
| Permanent | 59.7 | 68.4 | 65.1 | 60.9 | 46.1 |
| Casual | 28.5 | 17.0 | 21.1 | 30.1 | 47.2 |
| Employer | 4.5 | 6.1 | 5.6 | 3.2 | 1.8 |
| Self employed | 6.7 | 8.2 | 7.9 | 5.5 | 4.2 |
| Not Stated | 1.5 | 1.0 | 0.1 | 0.3 | 0.2 |
| **Q46. Occupation at 26 May 2000** | | | | | |
| Managers and administrators | 7.0 | 8.8 | 7.9 | 7.3 | 3.7 |
| Professionals | 14.1 | 13.6 | 18.0 | 12.9 | 11.3 |
| Technicians and associate professionals | 8.5 | 10.6 | 9.3 | 9.2 | 5.7 |
| Tradespersons and related workers | 16.6 | 22.2 | 18.7 | 13.0 | 10.4 |
| Advanced clerical and service workers | 4.5 | 4.9 | 4.3 | 5.6 | 3.8 |
| Intermediate clerical, sales and service workers | 19.5 | 19.4 | 19.0 | 23.8 | 18.5 |
| Intermediate production and transport workers | 6.1 | 5.3 | 5.7 | 6.9 | 7.3 |
| Elementary clerical, sales and service workers | 13.0 | 6.9 | 8.8 | 13.3 | 23.7 |
| Labourers and related workers | 10.6 | 8.4 | 8.4 | 8.0 | 15.6 |
| Not stated | 5.7 | 3.9 | 4.4 | 4.7 | 4.5 |

Table 56: Module completers employed at 26 May 2000: Selected employment and training characteristics by benefits received as a result of training undertaken in 1999

Base: Module completers employed at 26 May 2000

| | | Benefits received (b) | | | | | |
|---|---|---|---|---|---|---|---|
| | Total module completers | Got a job | Received increase in earnings | Received promotion | Change of job | Other | None of these |
| Respondents | 5730 | 613 | 527 | 541 | 475 | 797 | 3144 |
| Weighted respondents | 139042 | 15930 | 13256 | 12145 | 11728 | 18654 | 74947 |
| Q46. Occupation at 26 May 2000 | | | | | | | |
| Managers and administrators | 7.0 | 1.2 | 7.1 | 7.6 | 7.9 | 10.8 | 6.7 |
| Professionals | 14.1 | 8.7 | 8.4 | 14.8 | 10.2 | 19.6 | 14.7 |
| Technicians and associate professionals | 8.5 | 7.4 | 6.1 | 8.6 | 8.8 | 11.0 | 8.3 |
| Tradespersons and related workers | 16.6 | 24.4 | 36.0 | 20.4 | 13.8 | 18.8 | 12.6 |
| Advanced clerical and service workers | 4.5 | 3.3 | 5.2 | 8.0 | 8.0 | 5.4 | 4.2 |
| Intermediate clerical, sales and service workers | 19.5 | 24.1 | 16.3 | 16.5 | 23.9 | 16.9 | 19.5 |
| Intermediate production and transport workers | 6.1 | 6.1 | 6.8 | 6.3 | 5.8 | 4.2 | 6.4 |
| Elementary clerical, sales and service workers | 13.0 | 14.9 | 7.6 | 9.3 | 11.7 | 6.2 | 15.7 |
| Labourers and related workers | 10.6 | 9.7 | 6.6 | 6.5 | 9.9 | 7.3 | 11.9 |
| Not stated | 5.7 | 3.6 | 4.6 | 5.6 | 4.9 | 2.4 | 4.1 |
| Q48. Sector of business at 26 May 2000 | | | | | | | |
| Private | 78.3 | 79.1 | 82.2 | 75.6 | 82.6 | 72.3 | 78.7 |
| Public | 21.7 | 20.9 | 17.8 | 24.4 | 17.4 | 27.7 | 21.3 |
| Not Stated | 3.2 | 4.3 | 1.1 | 3.4 | 2.9 | 2.0 | 0.8 |
| Q3. Sex | | | | | | | |
| Male | 54.0 | 54.5 | 66.2 | 64.2 | 47.4 | 54.3 | 51.5 |
| Female | 46.0 | 45.5 | 33.8 | 35.8 | 52.6 | 45.7 | 48.5 |
| Q42/51/57. Labour force status at 26 May 2000 | | | | | | | |
| Employed | 100 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Full-time | 66.4 | 65.1 | 82.2 | 80.1 | 72.7 | 70.0 | 63.3 |
| Part-time | 31.5 | 34.8 | 17.5 | 19.1 | 27.2 | 29.3 | 35.9 |

Table 57: Module completers employed at 26 May 2000: Selected module completer, training and employment characteristics by whether first full-time job at 26 May 2000

Base: Module completers employed at 26 May 2000

| | | Whether first full-time job | | | |
|---|---|---|---|---|---|
| | | Employed full-time | | | |
| | Total module completers | Total | First full-time job | Not first full-time job | Employed part-time |
| Respondents | 5730 | 3831 | 849 | 2928 | 1782 |
| Weighted respondents | 139042 | 92257 | 22573 | 68452 | 43779 |
| Q4. Age at 26 May 2000 | | | | | |
| 15-19 | 16.3 | 12.7 | 33.6 | 6.1 | 24.9 |
| 20-24 | 16.7 | 18.6 | 29.4 | 15.0 | 13.3 |
| 25-29 | 11.8 | 13.2 | 11.0 | 14.1 | 9.1 |
| 30-34 | 10.5 | 11.9 | 8.0 | 13.2 | 7.7 |
| 35-39 | 11.8 | 11.7 | 4.6 | 14.1 | 12.0 |
| 40-44 | 12.4 | 12.0 | 5.4 | 14.1 | 12.9 |
| 45-49 | 8.8 | 8.9 | 4.3 | 10.5 | 8.0 |
| 50-54 | 6.5 | 7.0 | 2.6 | 8.3 | 5.2 |
| 55+ | 5.2 | 3.9 | 1.0 | 4.7 | 7.0 |
| Not Stated | 1.1 | 1.0 | 1.3 | 0.9 | 1.0 |
| Q3. Sex | | | | | |
| Male | 54.0 | 65.2 | 66.0 | 64.8 | 30.3 |
| Female | 46.0 | 34.8 | 34.0 | 35.2 | 69.7 |
| Q11. Aboriginal or Torres Strait Islander | | | | | |
| Yes | 1.4 | 1.1 | 1.9 | 0.9 | 1.8 |
| No | 98.6 | 98.9 | 98.1 | 99.1 | 98.2 |
| Not Stated | 2.2 | 2.4 | 1.9 | 2.3 | 1.4 |
| Q13/14. Non-English speaking background | | | | | |
| Yes | 26.1 | 27.4 | 34.8 | 24.6 | 23.5 |
| No | 73.9 | 72.6 | 65.2 | 75.4 | 76.5 |
| Not Stated | 0.9 | 0.9 | 1.2 | 0.8 | 0.5 |
| Q12. Country of birth | | | | | |
| Australia | 78.9 | 78.0 | 74.9 | 79.1 | 81.0 |
| Other | 21.1 | 22.0 | 25.1 | 20.9 | 19.0 |
| Main English speaking countries | 7.6 | 7.3 | 5.7 | 7.8 | 8.0 |
| Other countries | 13.5 | 14.7 | 19.4 | 13.1 | 11.0 |
| Not stated | 0.8 | 0.8 | 0.7 | 0.6 | 0.3 |
| Q15/16. Disability (more than one response possible) | | | | | |
| Any (a) | 4.2 | 3.6 | 3.2 | 3.7 | 5.3 |
| None | 95.8 | 96.4 | 96.8 | 96.3 | 94.7 |
| Not Stated | 1.7 | 1.7 | 1.8 | 1.4 | 0.9 |
| Q19. Highest pre-course educational qualifications since school (Summary) | | | | | |
| Bachelor degree or higher | 12.5 | 13.3 | 9.3 | 14.5 | 10.8 |
| Other post-school educational qualification | 49.2 | 52.2 | 39.2 | 56.4 | 43.4 |
| No post-school educational qualification (b) | 38.3 | 34.5 | 51.5 | 29.1 | 45.8 |
| Not Stated | 3.7 | 3.4 | 3.2 | 3.3 | 4.3 |



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Table 58: All module completers: Training ratings by selected module completer characteristics

Base: All module completers

| | | Age at 26 May 2000 | | | Main reason | | Status at 26 May 2000 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total module completers | 15-24 years | 25-44 years | 45+ years | Vocational reasons | Non-vocational reasons | Employed | Unemployed | Not in the labour force |
| Respondents | 7922 | 2487 | 3504 | 1629 | 5275 | 2487 | 5730 | 828 | 1121 |
| Weighted respondents | 209998 | 68210 | 86387 | 43764 | 128682 | 58022 | 139042 | 23662 | 32219 |
| Q59_1 Rating of ... Your instructors' knowledge of subject content | | | | | | | | | |
| Satisfied (k) | 72.9 | 68.5 | 73.6 | 79.0 | 71.9 | 74.7 | 73.7 | 71.4 | 71.0 |
| Neither satisfied nor dissatisfied (l) | 25.1 | 29.1 | 24.6 | 19.7 | 26.1 | 23.6 | 24.5 | 26.4 | 26.9 |
| Dissatisfied (m) | 2.0 | 2.4 | 1.8 | 1.3 | 2.1 | 1.7 | 1.8 | 2.2 | 2.1 |
| Not applicable | 2.5 | 2.3 | 2.9 | 1.9 | 2.5 | 2.6 | 2.8 | 1.4 | 2.2 |
| Not stated | 3.6 | 2.3 | 3.2 | 6.0 | 2.3 | 3.4 | 2.0 | 4.8 | 3.0 |
| Mean score | 8.2 | 8.0 | 8.3 | 8.4 | 8.2 | 8.3 | 8.2 | 8.1 | 8.2 |
| Standard deviation | 1.8 | 1.9 | 1.8 | 1.7 | 1.8 | 1.8 | 1.8 | 1.9 | 1.9 |
| Q59_2 Rating of ... Your instructors' ability to relate to students | | | | | | | | | |
| Satisfied (k) | 63.0 | 54.4 | 65.7 | 71.7 | 62.0 | 64.6 | 62.3 | 62.0 | 66.4 |
| Neither satisfied nor dissatisfied (l) | 32.8 | 39.6 | 31.4 | 24.4 | 33.6 | 31.5 | 33.9 | 32.8 | 28.9 |
| Dissatisfied (m) | 4.2 | 5.9 | 2.9 | 3.9 | 4.4 | 3.9 | 3.8 | 5.3 | 4.7 |
| Not applicable | 2.5 | 1.9 | 3.3 | 1.9 | 2.7 | 2.4 | 2.8 | 1.4 | 2.6 |
| Not stated | 3.8 | 2.7 | 3.4 | 6.2 | 2.3 | 4.1 | 2.1 | 4.9 | 3.8 |
| Mean score | 7.7 | 7.3 | 7.9 | 8.1 | 7.7 | 7.8 | 7.7 | 7.7 | 7.9 |
| Standard deviation | 2.1 | 2.2 | 2.0 | 2.0 | 2.1 | 2.1 | 2.0 | 2.2 | 2.2 |
| Q59_3 Rating of ... The balance between instruction and practice | | | | | | | | | |
| Satisfied (k) | 54.6 | 49.3 | 56.2 | 60.2 | 53.8 | 55.7 | 54.0 | 55.0 | 56.4 |
| Neither satisfied nor dissatisfied (l) | 40.3 | 45.3 | 38.7 | 35.4 | 41.0 | 39.3 | 41.0 | 39.4 | 38.8 |
| Dissatisfied (m) | 5.1 | 5.4 | 5.1 | 4.4 | 5.1 | 5.0 | 5.0 | 5.6 | 4.8 |
| Not applicable | 4.5 | 3.5 | 5.4 | 4.4 | 4.3 | 5.1 | 4.8 | 2.9 | 4.8 |
| Not stated | 4.3 | 2.8 | 3.5 | 7.9 | 2.8 | 4.5 | 2.5 | 5.0 | 3.9 |
| Mean score | 7.4 | 7.2 | 7.4 | 7.6 | 7.3 | 7.5 | 7.3 | 7.4 | 7.5 |
| Standard deviation | 2.1 | 2.1 | 2.1 | 2.0 | 2.1 | 2.1 | 2.1 | 2.2 | 2.1 |
| Q59_4 Rating of ... Making methods of assessment clear to you | | | | | | | | | |
| Satisfied (k) | 59.0 | 51.0 | 62.5 | 65.1 | 59.0 | 58.5 | 58.9 | 58.6 | 59.0 |
| Neither satisfied nor dissatisfied (l) | 36.0 | 42.6 | 32.7 | 31.5 | 35.9 | 36.5 | 36.1 | 35.7 | 36.2 |
| Dissatisfied (m) | 5.1 | 6.4 | 4.8 | 3.4 | 5.1 | 5.0 | 5.0 | 5.7 | 4.8 |
| Not applicable | 3.2 | 2.3 | 3.4 | 3.8 | 2.2 | 5.2 | 3.1 | 2.2 | 4.2 |
| Not stated | 4.2 | 2.8 | 4.0 | 6.8 | 2.7 | 4.8 | 2.7 | 4.5 | 4.5 |
| Mean score | 7.6 | 7.3 | 7.7 | 7.9 | 7.6 | 7.6 | 7.6 | 7.6 | 7.7 |
| Standard deviation | 2.1 | 2.2 | 2.1 | 2.0 | 2.1 | 2.1 | 2.1 | 2.1 | 2.2 |



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Table 58: Continued...

| | Total module completers | Age at 26 May 2000 | | | Main reason | | Status at 26 May 2000 | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 15-24 years | 25-44 years | 45+ years | Vocational reasons | Non-vocational reasons | Employed | Unemployed | Not in the labour force |
| Respondents | 7922 | 2487 | 3504 | 1829 | 5275 | 2487 | 5730 | 828 | 1121 |
| Weighted respondents | 200998 | 68210 | 86387 | 43764 | 128682 | 68022 | 139042 | 23682 | 32219 |
| Q59_5 Rating of ... The subject content in reflecting industry practice | | | | | | | | | |
| Satisfied (k) | 55.5 | 49.3 | 57.1 | 63.4 | 55.7 | 55.1 | 55.8 | 52.8 | 55.9 |
| Neither satisfied nor dissatisfied (l) | 40.2 | 45.9 | 38.7 | 33.2 | 40.2 | 40.2 | 39.7 | 44.2 | 39.7 |
| Dissatisfied (m) | 4.3 | 4.8 | 4.2 | 3.4 | 4.1 | 4.8 | 4.5 | 3.0 | 4.4 |
| Not applicable | 9.3 | 7.4 | 8.4 | 14.0 | 5.9 | 16.2 | 7.3 | 10.3 | 18.1 |
| Not stated | 4.7 | 3.2 | 3.6 | 9.3 | 2.7 | 5.9 | 2.8 | 5.4 | 5.8 |
| Mean score | 7.4 | 7.2 | 7.5 | 7.8 | 7.5 | 7.4 | 7.5 | 7.3 | 7.5 |
| Standard deviation | 2.0 | 2.0 | 2.0 | 1.9 | 2.0 | 2.1 | 2.0 | 2.0 | 2.1 |
| Q59_6 Rating of ... The presentation of training material | | | | | | | | | |
| Satisfied (k) | 55.8 | 50.6 | 55.7 | 64.4 | 54.9 | 57.0 | 54.7 | 55.5 | 58.8 |
| Neither satisfied nor dissatisfied (l) | 39.7 | 44.5 | 40.0 | 31.5 | 40.5 | 38.7 | 40.4 | 40.8 | 37.7 |
| Dissatisfied (m) | 4.5 | 5.0 | 4.3 | 4.1 | 4.6 | 4.3 | 4.9 | 3.7 | 3.5 |
| Not applicable | 4.2 | 3.4 | 4.0 | 5.7 | 2.8 | 6.9 | 3.5 | 4.3 | 7.7 |
| Not stated | 4.2 | 3.4 | 3.5 | 7.0 | 2.8 | 4.4 | 2.6 | 5.5 | 3.5 |
| Mean score | 7.5 | 7.3 | 7.5 | 7.8 | 7.4 | 7.6 | 7.4 | 7.6 | 7.7 |
| Standard deviation | 2.0 | 2.0 | 2.0 | 2.0 | 2.1 | 2.0 | 2.0 | 2.0 | 2.0 |
| Q59_7 Rating of ... The quality of the equipment provided for you to practise your skills | | | | | | | | | |
| Satisfied (k) | 56.9 | 54.3 | 56.6 | 62.4 | 55.8 | 59.1 | 55.5 | 56.4 | 62.9 |
| Neither satisfied nor dissatisfied (l) | 37.5 | 39.1 | 38.4 | 32.7 | 38.9 | 34.7 | 38.6 | 39.4 | 32.0 |
| Dissatisfied (m) | 5.7 | 6.6 | 5.0 | 5.0 | 5.3 | 6.1 | 5.9 | 4.2 | 5.2 |
| Not applicable | 9.6 | 6.6 | 11.2 | 11.1 | 8.9 | 11.1 | 10.2 | 5.8 | 10.3 |
| Not stated | 4.0 | 2.6 | 3.3 | 7.4 | 2.6 | 4.0 | 2.4 | 4.3 | 3.6 |
| Mean score | 7.5 | 7.4 | 7.5 | 7.7 | 7.5 | 7.5 | 7.4 | 7.6 | 7.7 |
| Standard deviation | 2.2 | 2.3 | 2.1 | 2.1 | 2.1 | 2.2 | 2.2 | 2.1 | 2.1 |
| Q59_8 Rating of ... Having enough equipment for you to practise your skills | | | | | | | | | |
| Satisfied (k) | 58.0 | 53.0 | 58.6 | 65.4 | 56.6 | 60.5 | 56.5 | 58.7 | 64.1 |
| Neither satisfied nor dissatisfied (l) | 36.1 | 39.5 | 36.3 | 30.0 | 37.8 | 33.0 | 37.3 | 36.8 | 30.6 |
| Dissatisfied (m) | 5.9 | 7.5 | 5.1 | 4.6 | 5.6 | 6.5 | 6.2 | 4.6 | 5.3 |
| Not applicable | 10.1 | 6.7 | 11.7 | 12.1 | 9.4 | 11.6 | 10.9 | 5.8 | 10.3 |
| Not stated | 4.3 | 3.0 | 3.4 | 7.9 | 2.8 | 4.8 | 2.5 | 4.7 | 5.2 |
| Mean score | 7.5 | 7.3 | 7.5 | 7.8 | 7.5 | 7.6 | 7.4 | 7.6 | 7.7 |
| Standard deviation | 2.2 | 2.3 | 2.1 | 2.1 | 2.2 | 2.2 | 2.2 | 2.2 | 2.2 |



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Table 58: Continued...

| | Total module completers | Age at 26 May 2000 | | | Main reason | | Status at 26 May 2000 | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 15-24 years | 25-44 years | 45+ years | Vocational reasons | Non-vocational reasons | Employed | Unemployed | Not in the labour force |
| Respondents | 7922 | 2487 | 3504 | 1829 | 5275 | 2487 | 5730 | 828 | 1121 |
| Weighted respondents | 200998 | 68210 | 96387 | 43764 | 128682 | 68022 | 139042 | 23682 | 32219 |
| Q59_5 Rating of ... The subject content in reflecting industry practice | | | | | | | | | |
| Satisfied (k) | 55.5 | 49.3 | 57.1 | 63.4 | 55.7 | 55.1 | 55.8 | 52.8 | 55.9 |
| Neither satisfied nor dissatisfied (l) | 40.2 | 45.9 | 38.7 | 33.2 | 40.2 | 40.2 | 39.7 | 44.2 | 39.7 |
| Dissatisfied (m) | 4.3 | 4.8 | 4.2 | 3.4 | 4.1 | 4.8 | 4.5 | 3.0 | 4.4 |
| Not applicable | 9.3 | 7.4 | 8.4 | 14.0 | 5.9 | 16.2 | 7.3 | 10.3 | 18.1 |
| Not stated | 4.7 | 3.2 | 3.6 | 9.3 | 2.7 | 5.9 | 2.8 | 5.4 | 5.8 |
| Mean score | 7.4 | 7.2 | 7.5 | 7.8 | 7.5 | 7.4 | 7.5 | 7.3 | 7.5 |
| Standard deviation | 2.0 | 2.0 | 2.0 | 1.9 | 2.0 | 2.1 | 2.0 | 2.0 | 2.1 |
| Q59_6 Rating of ... The presentation of training material | | | | | | | | | |
| Satisfied (k) | 55.8 | 50.6 | 55.7 | 64.4 | 54.9 | 57.0 | 54.7 | 55.5 | 58.8 |
| Neither satisfied nor dissatisfied (l) | 39.7 | 44.5 | 40.0 | 31.5 | 40.5 | 38.7 | 40.4 | 40.8 | 37.7 |
| Dissatisfied (m) | 4.5 | 5.0 | 4.3 | 4.1 | 4.6 | 4.3 | 4.9 | 3.7 | 3.5 |
| Not applicable | 4.2 | 3.4 | 4.0 | 5.7 | 2.8 | 6.9 | 3.5 | 4.3 | 7.7 |
| Not stated | 4.2 | 3.4 | 3.5 | 7.0 | 2.8 | 4.4 | 2.6 | 5.5 | 3.5 |
| Mean score | 7.5 | 7.3 | 7.5 | 7.8 | 7.4 | 7.6 | 7.4 | 7.6 | 7.7 |
| Standard deviation | 2.0 | 2.0 | 2.0 | 2.0 | 2.1 | 2.0 | 2.0 | 2.0 | 2.0 |
| Q59_7 Rating of ... The quality of the equipment provided for you to practise your skills | | | | | | | | | |
| Satisfied (k) | 56.9 | 54.3 | 56.6 | 62.4 | 55.8 | 59.1 | 55.5 | 56.4 | 62.9 |
| Neither satisfied nor dissatisfied (l) | 37.5 | 39.1 | 38.4 | 32.7 | 38.9 | 34.7 | 38.6 | 39.4 | 32.0 |
| Dissatisfied (m) | 5.7 | 6.6 | 5.0 | 5.0 | 5.3 | 6.1 | 5.9 | 4.2 | 5.2 |
| Not applicable | 9.6 | 6.6 | 11.2 | 11.1 | 8.9 | 11.1 | 10.1 | 5.8 | 10.3 |
| Not stated | 4.0 | 2.6 | 3.3 | 7.4 | 2.6 | 4.0 | 2.4 | 4.3 | 3.6 |
| Mean score | 7.5 | 7.4 | 7.5 | 7.7 | 7.5 | 7.5 | 7.4 | 7.6 | 7.7 |
| Standard deviation | 2.2 | 2.3 | 2.1 | 2.1 | 2.1 | 2.2 | 2.2 | 2.1 | 2.1 |
| Q59_8 Rating of ... Having enough equipment for you to practise your skills | | | | | | | | | |
| Satisfied (k) | 58.0 | 53.0 | 58.6 | 65.4 | 56.6 | 60.5 | 56.5 | 58.7 | 64.1 |
| Neither satisfied nor dissatisfied (l) | 36.1 | 39.5 | 36.3 | 30.0 | 37.8 | 33.0 | 37.3 | 36.8 | 30.6 |
| Dissatisfied (m) | 5.9 | 7.5 | 5.1 | 4.6 | 5.6 | 6.5 | 6.2 | 4.6 | 5.3 |
| Not applicable | 10.1 | 6.7 | 11.7 | 12.1 | 9.4 | 11.6 | 10.9 | 5.8 | 10.3 |
| Not stated | 4.3 | 3.0 | 3.4 | 7.9 | 2.8 | 4.8 | 2.5 | 4.7 | 5.2 |
| Mean score | 7.5 | 7.3 | 7.5 | 7.8 | 7.5 | 7.6 | 7.4 | 7.6 | 7.7 |
| Standard deviation | 2.2 | 2.3 | 2.1 | 2.1 | 2.2 | 2.2 | 2.2 | 2.2 | 2.2 |
| Q59_9 Rating of ... Access to library and learning resources | | | | | | | | | |
| Satisfied (k) | 64.0 | 66.2 | 60.5 | 68.0 | 63.1 | 65.9 | 62.8 | 69.9 | 64.8 |
| Neither satisfied nor dissatisfied (l) | 31.3 | 29.8 | 34.3 | 28.1 | 32.4 | 29.6 | 32.5 | 27.8 | 29.9 |
| Dissatisfied (m) | 4.7 | 4.0 | 5.2 | 3.9 | 4.5 | 4.6 | 4.7 | 2.3 | 5.3 |
| Not applicable | 14.8 | 10.3 | 17.0 | 17.1 | 14.8 | 15.5 | 16.2 | 8.2 | 15.2 |
| Not stated | 4.8 | 3.0 | 4.1 | 8.9 | 3.2 | 5.0 | 3.0 | 5.4 | 4.8 |
| Mean score | 7.8 | 8.0 | 7.6 | 8.0 | 7.8 | 7.9 | 7.7 | 8.1 | 7.9 |
| Standard deviation | 2.1 | 2.1 | 2.2 | 2.0 | 2.1 | 2.1 | 2.1 | 2.0 | 2.2 |



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Table 58: Continued...

| | Total module completers | Age at 26 May 2000 | | | Main reason | | Status at 26 May 2000 | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 15-24 years | 25-44 years | 45+ years | Vocational reasons | Non-vocational reasons | Employed | Unemployed | Not in the labour force |
| Respondents | 7922 | 2487 | 3504 | 1829 | 5275 | 2487 | 5730 | 828 | 1121 |
| Weighted respondents | 200998 | 68210 | 86387 | 43764 | 128682 | 68022 | 139042 | 23682 | 32219 |
| Q59_10 Rating of ... The convenience of both venue and class times | | | | | | | | | |
| Satisfied (k) | 59.4 | 53.2 | 59.4 | 69.6 | 58.2 | 61.3 | 58.2 | 61.0 | 62.2 |
| Neither satisfied nor dissatisfied (l) | 35.4 | 40.3 | 35.4 | 28.0 | 36.5 | 34.0 | 36.0 | 35.4 | 34.3 |
| Dissatisfied (m) | 5.2 | 6.6 | 5.2 | 2.4 | 5.4 | 4.7 | 5.8 | 3.6 | 3.5 |
| Not applicable | 4.3 | 3.3 | 5.2 | 4.2 | 4.0 | 5.0 | 4.5 | 4.0 | 4.1 |
| Not stated | 3.6 | 2.8 | 2.9 | 6.2 | 2.2 | 3.6 | 2.0 | 3.9 | 3.5 |
| Mean score | 7.6 | 7.3 | 7.5 | 8.1 | 7.5 | 7.7 | 7.5 | 7.7 | 7.8 |
| Standard deviation | 2.2 | 2.2 | 2.2 | 1.9 | 2.2 | 2.1 | 2.2 | 2.1 | 2.1 |
| Q59_11 Rating of ... The information you received when choosing your training | | | | | | | | | |
| Satisfied (k) | 49.7 | 42.9 | 50.0 | 60.5 | 49.3 | 50.2 | 47.5 | 51.8 | 57.0 |
| Neither satisfied nor dissatisfied (l) | 43.4 | 48.7 | 43.0 | 36.0 | 44.4 | 41.7 | 45.3 | 43.4 | 35.9 |
| Dissatisfied (m) | 6.8 | 8.3 | 7.0 | 3.5 | 6.2 | 8.1 | 7.1 | 4.8 | 7.1 |
| Not applicable | 7.0 | 6.5 | 6.7 | 7.8 | 6.3 | 8.6 | 7.5 | 3.6 | 8.3 |
| Not stated | 4.1 | 2.8 | 3.2 | 7.7 | 2.6 | 4.2 | 2.5 | 4.6 | 3.5 |
| Mean score | 7.1 | 6.8 | 7.2 | 7.6 | 7.1 | 7.1 | 7.0 | 7.3 | 7.3 |
| Standard deviation | 2.2 | 2.2 | 2.2 | 2.0 | 2.2 | 2.3 | 2.2 | 2.1 | 2.3 |
| Q59_12 Rating of ... Administration - handling of enquiries, enrolment, fee payment, results | | | | | | | | | |
| Satisfied (k) | 51.6 | 45.8 | 50.7 | 63.3 | 50.0 | 54.3 | 50.0 | 52.5 | 57.1 |
| Neither satisfied nor dissatisfied (l) | 40.5 | 44.6 | 41.6 | 32.1 | 41.6 | 38.6 | 41.3 | 42.2 | 36.5 |
| Dissatisfied (m) | 7.9 | 9.6 | 7.7 | 4.6 | 8.3 | 7.1 | 8.7 | 5.3 | 6.3 |
| Not applicable | 6.3 | 6.0 | 5.7 | 7.1 | 6.0 | 7.2 | 6.5 | 4.5 | 7.2 |
| Not stated | 4.7 | 3.6 | 3.7 | 8.4 | 3.0 | 5.3 | 3.1 | 4.4 | 4.8 |
| Mean score | 7.2 | 6.9 | 7.2 | 7.7 | 7.1 | 7.3 | 7.1 | 7.4 | 7.5 |
| Standard deviation | 2.3 | 2.4 | 2.3 | 2.1 | 2.3 | 2.3 | 2.3 | 2.2 | 2.3 |
| Q59_13 Rating of ... The information about careers and jobs available to you | | | | | | | | | |
| Satisfied (k) | 37.5 | 37.7 | 34.8 | 44.4 | 37.3 | 38.6 | 37.6 | 35.8 | 40.1 |
| Neither satisfied nor dissatisfied (l) | 48.5 | 48.0 | 50.5 | 45.2 | 49.9 | 46.2 | 48.3 | 52.1 | 47.5 |
| Dissatisfied (m) | 13.9 | 14.3 | 14.7 | 10.4 | 12.9 | 15.3 | 14.1 | 12.2 | 12.4 |
| Not applicable | 29.5 | 14.8 | 33.1 | 44.4 | 28.6 | 32.4 | 32.5 | 14.3 | 30.6 |
| Not stated | 5.4 | 2.9 | 4.4 | 10.9 | 3.6 | 6.0 | 3.9 | 5.1 | 5.1 |
| Mean score | 6.4 | 6.4 | 6.2 | 6.8 | 6.4 | 6.4 | 6.4 | 6.3 | 6.7 |
| Standard deviation | 2.5 | 2.5 | 2.4 | 2.5 | 2.4 | 2.6 | 2.5 | 2.4 | 2.5 |



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Table 58 Continued...

| | Total module completers | Age at 26 May 2000 | | | Main reason | | Status at 26 May 2000 | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 15-24 years | 25-44 years | 45+ years | Vocational reasons | Non-vocational reasons | Employed | Unemployed | Not in the labour force |
| Respondents | 7922 | 2487 | 4504 | 1329 | 5275 | 2487 | 5730 | 828 | 1121 |
| Weighted respondents | 209998 | 68210 | 96387 | 43764 | 128682 | 66422 | 139042 | 23682 | 32219 |
| Q59_14 Rating of ... Student counselling services | | | | | | | | | |
| Satisfied (k) | 35.6 | 34.0 | 33.5 | 45.3 | 35.9 | 35.2 | 33.7 | 39.7 | 39.3 |
| Neither satisfied nor dissatisfied (l) | 49.1 | 48.8 | 52.1 | 42.1 | 49.6 | 49.1 | 50.4 | 49.9 | 45.7 |
| Dissatisfied (m) | 15.4 | 17.2 | 14.4 | 12.7 | 14.6 | 15.7 | 15.9 | 10.4 | 15.1 |
| Not applicable | 49.3 | 42.2 | 51.5 | 55.4 | 50.2 | 49.6 | 53.3 | 35.6 | 48.0 |
| Not stated | 6.1 | 3.4 | 5.2 | 11.9 | 4.2 | 7.2 | 4.3 | 6.0 | 6.6 |
| Mean score | 6.2 | 6.1 | 6.2 | 6.7 | 6.3 | 6.2 | 6.1 | 6.5 | 6.4 |
| Standard deviation | 2.6 | 2.7 | 2.5 | 2.6 | 2.5 | 2.7 | 2.5 | 2.4 | 2.7 |
| Q59_15 Rating of ... The usefulness of the training for your job prospects | | | | | | | | | |
| Satisfied (k) | 51.7 | 47.8 | 52.7 | 57.4 | 55.3 | 42.8 | 52.2 | 50.0 | 49.4 |
| Neither satisfied nor dissatisfied (l) | 41.4 | 43.6 | 41.4 | 37.1 | 38.9 | 48.0 | 40.5 | 45.2 | 44.0 |
| Dissatisfied (m) | 6.8 | 8.5 | 5.9 | 5.5 | 5.8 | 9.2 | 7.2 | 4.8 | 6.6 |
| Not applicable | 14.4 | 7.9 | 14.5 | 24.0 | 9.1 | 24.7 | 13.2 | 8.1 | 24.8 |
| Not stated | 4.8 | 2.9 | 3.5 | 10.2 | 2.8 | 6.0 | 3.0 | 5.1 | 5.5 |
| Mean score | 7.2 | 7.0 | 7.3 | 7.5 | 7.4 | 6.8 | 7.2 | 7.2 | 7.1 |
| Standard deviation | 2.2 | 2.4 | 2.2 | 2.1 | 2.2 | 2.3 | 2.2 | 2.2 | 2.3 |
| Q59_16 Rating of ... The qualification in terms of being well regarded by employers | | | | | | | | | |
| Satisfied (k) | 48.4 | 46.3 | 48.8 | 52.7 | 51.4 | 40.5 | 50.1 | 44.4 | 41.7 |
| Neither satisfied nor dissatisfied (l) | 44.9 | 46.3 | 44.2 | 43.3 | 42.8 | 51.1 | 43.7 | 47.6 | 51.0 |
| Dissatisfied (m) | 6.7 | 7.4 | 7.0 | 4.0 | 5.8 | 8.4 | 6.2 | 8.0 | 7.3 |
| Not applicable | 19.9 | 11.8 | 20.8 | 30.3 | 14.0 | 31.6 | 17.3 | 17.2 | 34.3 |
| Not stated | 5.4 | 3.2 | 3.9 | 11.8 | 3.3 | 6.8 | 3.1 | 6.3 | 7.2 |
| Mean score | 7.1 | 7.0 | 7.1 | 7.4 | 7.3 | 6.7 | 7.2 | 6.9 | 6.9 |
| Standard deviation | 2.2 | 2.2 | 2.2 | 2.0 | 2.1 | 2.3 | 2.2 | 2.2 | 2.2 |
| Q59_17 Rating of ... The training value for money | | | | | | | | | |
| Satisfied (k) | 55.9 | 49.7 | 58.3 | 63.0 | 56.3 | 54.7 | 56.2 | 50.0 | 58.7 |
| Neither satisfied nor dissatisfied (l) | 36.8 | 40.2 | 35.6 | 32.3 | 36.7 | 37.6 | 36.7 | 41.0 | 35.2 |
| Dissatisfied (m) | 7.3 | 10.1 | 6.1 | 4.7 | 7.0 | 7.7 | 7.1 | 8.9 | 6.1 |
| Not applicable | 10.9 | 8.9 | 10.1 | 15.2 | 8.5 | 15.9 | 9.8 | 9.2 | 17.7 |
| Not stated | 4.9 | 3.3 | 3.8 | 9.5 | 2.9 | 5.9 | 3.1 | 4.9 | 5.3 |
| Mean score | 7.4 | 7.0 | 7.5 | 7.8 | 7.4 | 7.3 | 7.4 | 7.1 | 7.5 |
| Standard deviation | 2.3 | 2.5 | 2.2 | 2.2 | 2.3 | 2.4 | 2.3 | 2.4 | 2.3 |
| Q59_18 Rating of ... The overall quality of the training | | | | | | | | | |
| Satisfied (k) | 62.8 | 57.3 | 62.8 | 71.1 | 62.8 | 62.6 | 62.5 | 62.2 | 64.6 |
| Neither satisfied nor dissatisfied (l) | 33.1 | 37.6 | 33.2 | 26.0 | 32.9 | 33.4 | 33.1 | 34.0 | 32.5 |
| Dissatisfied (m) | 4.1 | 5.1 | 4.0 | 2.8 | 4.2 | 4.0 | 4.4 | 3.8 | 2.9 |
| Not applicable | 1.1 | 0.7 | 1.1 | 1.5 | 1.0 | 1.3 | 1.0 | 0.7 | 1.7 |
| Not stated | 4.0 | 2.7 | 3.6 | 6.7 | 2.9 | 3.5 | 2.5 | 3.7 | 3.7 |
| Mean score | 7.7 | 7.5 | 7.8 | 8.1 | 7.7 | 7.8 | 7.7 | 7.8 | 7.9 |
| Standard deviation | 2.0 | 2.1 | 2.0 | 1.9 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

Table 59: All module completers: Reasons for not continuing to study by selected module completer characteristics

Base: All module completers

| | | Reasons for not choosing to undertake more TAFE training in 2000 | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Total module completers | Change jobs/ started a new job | Got the skills I needed | Gained what I wanted | Other employment/ training related reasons | Too many pressures on my time | Other personal reasons | Other reasons |
| Respondents | 7922 | 1459 | 91 | 1750 | 3691 | 1332 | 2113 | 514 |
| Weighted respondents | 290998 | 37814 | 2522 | 43072 | 92189 | 33464 | 53027 | 12648 |
| Q3. Sex | | | | | | | | |
| Male | 49.9 | 50.1 | 65.2 | 49.5 | 50.4 | 44.7 | 40.5 | 52.0 |
| Female | 50.1 | 49.9 | 34.8 | 50.5 | 49.6 | 55.3 | 59.5 | 48.0 |
| Q4. Age at 26 May 2000 | | | | | | | | |
| 15-19 | 18.3 | 24.2 | 23.2 | 14.2 | 20.2 | 14.9 | 15.8 | 27.9 |
| 20-24 | 16.1 | 22.0 | 8.9 | 12.6 | 16.2 | 14.7 | 16.3 | 16.7 |
| 25-29 | 10.9 | 13.4 | 9.4 | 9.8 | 10.6 | 11.2 | 13.2 | 10.7 |
| 30-34 | 9.6 | 8.2 | 6.3 | 8.6 | 9.3 | 11.4 | 10.6 | 9.1 |
| 35-39 | 11.4 | 10.1 | 10.6 | 12.8 | 11.2 | 10.7 | 11.6 | 9.9 |
| 40-44 | 11.8 | 9.2 | 8.4 | 12.2 | 11.7 | 15.4 | 12.5 | 9.8 |
| 45-49 | 8.2 | 6.8 | 11.9 | 9.6 | 7.8 | 9.5 | 7.6 | 5.9 |
| 50-54 | 6.4 | 2.9 | 7.7 | 10.0 | 6.4 | 6.6 | 4.6 | 5.9 |
| 55+ | 7.5 | 3.2 | 13.6 | 10.3 | 6.5 | 5.6 | 7.9 | 4.1 |
| Not stated | 1.3 | 1.0 | 0.2 | 1.3 | 1.4 | 1.3 | 1.3 | 2.3 |
| Q11. Aboriginal or Torres Strait Islander | | | | | | | | |
| Yes | 2.2 | 2.7 | 0.4 | 1.4 | 1.4 | 0.8 | 2.4 | 1.9 |
| No | 97.8 | 97.3 | 99.6 | 98.6 | 98.6 | 99.2 | 97.6 | 98.1 |
| Not stated | 2.9 | 2.4 | 3.4 | 1.8 | 2.3 | 1.6 | 2.6 | 0.7 |
| Q13/14. Non-English speaking background | | | | | | | | |
| Yes | 27.4 | 31.6 | 23.3 | 21.0 | 27.4 | 27.5 | 29.2 | 29.9 |
| No | 72.6 | 68.4 | 76.7 | 79.0 | 72.6 | 72.5 | 70.8 | 70.1 |
| Not stated | 1.7 | 0.8 | 0.1 | 1.1 | 1.1 | 0.7 | 1.8 | 1.0 |
| Q37. Main reason for undertaking training | | | | | | | | |
| Vocational reasons | 65.4 | 72.8 | 81.2 | 64.4 | 69.0 | 66.9 | 63.4 | 58.4 |
| Non-vocational reasons | 34.6 | 27.2 | 18.8 | 35.6 | 31.0 | 33.1 | 36.6 | 41.6 |
| Not stated | 2.1 | 1.7 | 7.6 | 1.0 | 1.8 | 0.9 | 2.7 | 3.8 |
| Q42/51/57. Labour force status at 26 May 2000 | | | | | | | | |
| Employed | 71.0 | 86.1 | 51.4 | 77.3 | 74.6 | 75.7 | 54.5 | 68.3 |
| Full-time | 47.1 | 57.7 | 21.5 | 53.1 | 48.8 | 51.2 | 34.1 | 40.6 |
| Part-time | 22.4 | 27.2 | 27.2 | 22.4 | 24.0 | 23.0 | 19.2 | 27.5 |
| Not Employed | 29.0 | 13.9 | 48.6 | 22.7 | 25.4 | 24.3 | 45.5 | 31.7 |
| Unemployed | 12.1 | 8.9 | 33.3 | 8.2 | 11.6 | 10.3 | 19.4 | 11.3 |
| Looking for full-time work | 7.2 | 6.4 | 20.9 | 4.8 | 6.5 | 4.9 | 11.9 | 7.5 |
| Looking for part-time work | 4.9 | 2.5 | 12.3 | 3.4 | 5.2 | 5.4 | 7.5 | 3.8 |
| Not in labour force | 16.5 | 4.6 | 14.2 | 14.3 | 13.4 | 13.7 | 25.6 | 20.3 |
| Not stated | 2.6 | 1.9 | 4.4 | 1.2 | 2.1 | 1.4 | 2.5 | 3.5 |

## 2000 Student Outcomes Survey Endnotes

### (2) TAFE Module Completers

(a) Module completers may have reported more than one disability
(b) Includes secondary school qualifications which took less than one semester to complete
(c) Module completers may have received recognition for more than one type of prior learning
(d) Includes Advanced and Associate Diplomas
(e) Includes Post Trade and Other
(f) Includes Bachelors degrees or higher
(g) Employment size includes all staff
(h) Module completers may have received more than one kind of support from their employer
(i) Module completers may have reported more than one benefit
(j) Excludes 'not applicable', 'don't know' and 'not stated'
(k) 'Satisfied' includes ratings 8 to 10
(l) 'Neither satisfied nor dissatisfied' includes ratings 4 to 7
(m) 'Dissatisfied' includes ratings 1 to 3

### Symbols:

- nil
# percentage that rounds to zero

# Section 5: Frequency counts

## Graduates

This section contains the frequency counts of graduates for all questions in the survey, at the national level only.

The number of graduates who responded to the survey (n), the population they represent (N), and the percentage giving a particular response (%) are provided. For example, in Q2 below, 41 660 graduates nationally responded to the survey, representing a population of 131 518 graduates of which 61 617 were male, 69 894 were female and 7 'not stated'. Of those valid responses, 53.1% were female.

# percentage that rounds to zero
- nil

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40619 | 128302 | 97.6 |
| Q1. Aboriginal or Torres Strait Islander | | | |
| Yes | 862 | 2512 | 2.0 |
| Aboriginal | 741 | 2171 | 1.7 |
| Torres Strait Islander | 73 | 214 | 0.2 |
| Both Aboriginal and Torres Strait Islander | 48 | 127 | 0.1 |
| No | 39757 | 125790 | 98.0 |
| Not Stated | 1041 | 3216 | 2.4 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 41656 | 131511 | 100 |
| Q2. Sex | | | |
| Male | 17623 | 61617 | 46.9 |
| Female | 24033 | 69894 | 53.1 |
| Not Stated | 4 | 7 | # |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 41305 | 130544 | 99.3 |
| Q3. Age in Groups at 26 May 2000 | | | |
| 15-19 | 6223 | 19444 | 14.9 |
| 20-24 | 10434 | 35938 | 27.5 |
| 25-29 | 4259 | 15835 | 12.1 |
| 30-34 | 3937 | 12135 | 9.3 |
| 35-39 | 4799 | 14415 | 11.0 |
| 40-44 | 4532 | 13465 | 10.3 |
| 45-49 | 3499 | 9519 | 7.3 |
| 50-54 | 2182 | 5879 | 4.5 |
| 55-59 | 934 | 2628 | 2.0 |
| 60-64 | 345 | 950 | 0.7 |
| 65+ | 161 | 336 | 0.3 |
| Not Stated | 355 | 974 | 0.7 |
| MEDIAN AGE (Years) | 29 | 27 | |
| MEAN AGE (Years) | 32 | 31 | |
| STANDARD DEVIATION (Years) | 12 | 11 | |



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Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38576 | 122011 | 92.8 |
| Q4. Country of birth | | | |
| Australia | 29593 | 91349 | 74.9 |
| Other | 8983 | 30662 | 25.1 |
| Main English speaking countries | 2816 | 8123 | 6.7 |
| Other countries | 6167 | 22539 | 18.5 |
| **Detailed listing** | | | |
| Pacific | | | |
| Australia | 29593 | 91349 | 74.9 |
| New Caledonia | 5 | 34 | # |
| New Zealand | 667 | 1929 | 1.6 |
| Papua New Guinea | 68 | 214 | 0.2 |
| Solomon Islands | 3 | 6 | # |
| Fiji | 100 | 394 | 0.3 |
| Samoa | 13 | 54 | # |
| Vanuatu | 2 | 4 | # |
| United Kingdom and Ireland | | | |
| United Kingdom and Ireland | 1837 | 5250 | 4.3 |
| Southern Europe | | | |
| Greece | 82 | 245 | 0.2 |
| Italy | 100 | 288 | 0.2 |
| Malta | 41 | 115 | 0.1 |
| Spain | 38 | 120 | 0.1 |
| Former Yugoslavia | 403 | 1313 | 1.1 |
| Other Southern Europe | 51 | 189 | 0.2 |
| Western Europe | | | |
| Austria | 34 | 101 | 0.1 |
| Belgium | 13 | 27 | # |
| France | 37 | 117 | 0.1 |
| Germany | 179 | 504 | 0.4 |
| Netherlands | 108 | 301 | 0.2 |
| Switzerland | 24 | 81 | 0.1 |
| Other Western Europe | 11 | 44 | # |
| Northern Europe | | | |
| Denmark | 30 | 79 | 0.1 |
| Norway | 4 | 9 | # |
| Sweden | 10 | 32 | # |
| Other Northern Europe | 18 | 45 | # |
| Eastern Europe | | | |
| Czech Republic | 20 | 58 | # |
| Hungary | 33 | 102 | 0.1 |
| Poland | 123 | 376 | 0.3 |
| Romania | 32 | 106 | 0.1 |
| Slovak Republic | 17 | 63 | 0.1 |
| Other Eastern Europe | 37 | 153 | 0.1 |
| Former USSR and Baltic States | | | |
| Former USSR | 85 | 299 | 0.2 |
| Lithuania | 2 | 5 | # |
| Other USSR and Baltic States | 22 | 71 | 0.1 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | | | |
| Q4. Country of birth (continued) | | | |
| Middle East | | | |
| Iran | 101 | 400 | 0.3 |
| Iraq | 67 | 310 | 0.3 |
| Israel | 11 | 34 | # |
| Jordan | 9 | 39 | # |
| Lebanon | 92 | 449 | 0.4 |
| Saudi Arabia | 5 | 24 | # |
| Turkey | 53 | 173 | 0.1 |
| United Arab Emirates | 2 | 9 | # |
| Other Middle East | 58 | 237 | 0.2 |
| North Africa | | | |
| Egypt | 49 | 244 | 0.2 |
| Libya | 1 | 2 | # |
| Morocco | 4 | 14 | # |
| Other North Africa | 21 | 106 | 0.1 |
| South East Asia | | | |
| Cambodia / Kampuchea | 74 | 284 | 0.2 |
| Indonesia | 198 | 660 | 0.5 |
| Malaysia | 196 | 594 | 0.5 |
| Burma (Myanmar) | 57 | 185 | 0.2 |
| Philippines | 381 | 1440 | 1.2 |
| Singapore | 66 | 194 | 0.2 |
| Thailand | 80 | 339 | 0.3 |
| Vietnam | 472 | 1755 | 1.4 |
| Other South East Asia | 87 | 309 | 0.3 |
| North East Asia | | | |
| China | 564 | 2570 | 2.1 |
| Hong Kong | 294 | 1268 | 1.0 |
| Japan | 107 | 301 | 0.2 |
| Korea/South Korea | 88 | 394 | 0.3 |
| Macau | 8 | 36 | # |
| Taiwan | 96 | 340 | 0.3 |
| Other North East Asia | 25 | 131 | 0.1 |
| Southern Asia | | | |
| India | 231 | 903 | 0.7 |
| Sri Lanka | 175 | 608 | 0.5 |
| Other Southern Asia | 37 | 152 | 0.1 |
| North and South America | | | |
| Canada | 58 | 174 | 0.1 |
| USA | 93 | 275 | 0.2 |
| Other North and South America | 285 | 1055 | 0.9 |
| Central America | | | |
| Central America | 16 | 56 | # |
| Caribbean | | | |
| Caribbean | 8 | 24 | # |
| Africa | | | |
| South Africa | 161 | 495 | 0.4 |
| Other Southern and East Africa | 47 | 130 | 0.1 |
| Other Africa | 107 | 364 | 0.3 |
| Other | | | |
| Other (NFI) | 250 | 859 | 0.7 |
| Not Stated | 3084 | 9507 | 7.2 |

Frequency Counts (continued)

| | | Australia | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40867 | 129098 | 98.2 |
| Q5. Speak a language other than English at home? | | | |
| Yes | 7851 | 29148 | 22.6 |
| No | 33016 | 99949 | 77.4 |
| Not Stated | 793 | 2420 | 1.8 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40758 | 128705 | 97.9 |
| Q6. Whether parents speak a language other than English as their first language | | | |
| Yes, both parents | 7932 | 28988 | 22.5 |
| Yes, one parent | 2226 | 7296 | 5.7 |
| No | 30600 | 92421 | 71.8 |
| Not Stated | 902 | 2813 | 2.1 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40749 | 128734 | 97.9 |
| Q5/6. Non-English speaking background | | | |
| Yes | 11349 | 40318 | 31.3 |
| No | 29400 | 88416 | 68.7 |
| Not Stated | 911 | 2784 | 2.1 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40405 | 127470 | 96.9 |
| Q7/8. Disability | | | |
| Any Disability | 2097 | 6317 | 5.0 |
| Visual disability (not corrected by glasses) | 149 | 422 | 0.3 |
| Hearing disability (not corrected by hearing aid) | 186 | 589 | 0.5 |
| Physical disability | 642 | 1836 | 1.4 |
| Intellectual disability | 136 | 447 | 0.4 |
| Chronic illness | 268 | 782 | 0.6 |
| Other disability | 328 | 1092 | 0.9 |
| None | 38308 | 121153 | 95.0 |
| Not Stated | 1255 | 4048 | 3.1 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40417 | 127413 | 96.9 |
| Q9. Highest pre-course secondary schooling | | | |
| Year 12 or equivalent | 20274 | 66834 | 52.5 |
| Year 11 or equivalent | 5521 | 15115 | 11.9 |
| Year 10 or equivalent | 10572 | 33338 | 26.2 |
| Below Year 10 | 2680 | 7571 | 5.9 |
| Other | 1370 | 4555 | 3.6 |
| Not Stated | 1243 | 4105 | 3.1 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40391 | 127610 | 97.0 |
| Q10. Started course relative to secondary schooling | | | |
| While you were still enrolled at secondary school | 2398 | 7893 | 6.2 |
| Within 12 months of leaving secondary school | 8350 | 27236 | 21.3 |
| More than 12 months after leaving secondary school | 29643 | 92481 | 72.5 |
| Not Stated | 1269 | 3908 | 3.0 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38568 | 122187 | 92.9 |
| Q11. Pre-course educational qualifications since school | | | |
| Bachelor degree or higher | 3167 | 10702 | 8.8 |
| Undergraduate diploma (eg TAFE institute, uni) | 2241 | 7266 | 5.9 |
| Associate diploma | 1863 | 6238 | 5.1 |
| Trade certificate (eg apprenticeship) | 3762 | 13195 | 10.8 |
| Traineeship | 1164 | 4026 | 3.3 |
| Technician's certificate | 654 | 2175 | 1.8 |
| Advanced certificate | 2052 | 6668 | 5.5 |
| Nursing certificate | 1009 | 3056 | 2.5 |
| Other certificate | 6674 | 20907 | 17.1 |
| Certificate of competency or proficiency | 2884 | 8923 | 7.3 |
| Statement of attainment | 2676 | 9661 | 7.9 |
| Pre-vocational training | 1156 | 3196 | 2.6 |
| Secondary school qualification (eg mature age, night school) | 1558 | 4872 | 4.0 |
| Other | 3620 | 11365 | 9.3 |
| None | 14792 | 44984 | 36.8 |
| Not Stated | 3092 | 9331 | 7.1 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38568 | 122187 | 92.9 |
| Q11. Highest pre-course educational qualifications since school | | | |
| Bachelor degree or higher | 3167 | 10702 | 8.8 |
| Undergraduate diploma (eg TAFE institute, uni) | 1919 | 6317 | 5.2 |
| Associate diploma | 1542 | 5247 | 4.3 |
| Trade certificate (eg apprenticeship) | 3317 | 11704 | 9.6 |
| Traineeship | 974 | 3313 | 2.7 |
| Technician's certificate | 308 | 1059 | 0.9 |
| Advanced certificate | 1209 | 3982 | 3.3 |
| Nursing certificate | 751 | 2297 | 1.9 |
| Other certificate | 4855 | 14789 | 12.1 |
| Certificate of competency or proficiency | 1281 | 3731 | 3.1 |
| Statement of attainment | 717 | 2649 | 2.2 |
| Pre-vocational training | 690 | 1917 | 1.6 |
| Secondary school qualification (eg mature age, night school) | 875 | 2724 | 2.2 |
| Other | 2171 | 6771 | 5.5 |
| None | 14792 | 44984 | 36.8 |
| Nett | | | |
| Bachelor Degree or higher | 3167 | 10702 | 8.8 |
| Other post-school educational qualification | 19734 | 63777 | 52.2 |
| No post-school educational qualification | 15667 | 47708 | 39.0 |
| Not Stated | 3092 | 9331 | 7.1 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40450 | 127769 | 97.1 |
| Q12. Study undertaken 6 months before course | | | |
| Yes, at secondary school | 3601 | 11513 | 9.0 |
| Yes, at TAFE institute | 6573 | 21970 | 17.2 |
| Yes, at TAFE division of a university | 332 | 940 | 0.7 |
| Yes, at an Adult and Community Education Provider | 528 | 1761 | 1.4 |
| Yes, at a Registered Private Provider | 416 | 1366 | 1.1 |
| Yes, at university | 1015 | 3299 | 2.6 |
| Yes, studying elsewhere | 956 | 3391 | 2.7 |
| No | 27029 | 83530 | 65.4 |
| Nett | | | |
| Post-school study | 9820 | 32726 | 25.6 |
| Secondary school | 3601 | 11513 | 9.0 |
| None | 27029 | 83530 | 65.4 |
| Not Stated | 1210 | 3749 | 2.9 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40890 | 129226 | 98.3 |
| Q13. Type of job during 6 months before course | | | |
| Yes, worked for payment or profit | 26475 | 85517 | 66.2 |
| Yes, but on leave from main job | 33 | 106 | 0.1 |
| Yes, unpaid work in a family business | 827 | 2410 | 1.9 |
| Yes, other unpaid work | 666 | 2012 | 1.6 |
| No, did not have a job | 12889 | 39180 | 30.3 |
| Nett | | | |
| Employed | 27335 | 88033 | 68.1 |
| Not Stated | 770 | 2292 | 1.7 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40890 | 129226 | 98.3 |
| Q13/17/19. Labour force status before course | | | |
| Employed | 27335 | 88033 | 68.1 |
| Full-time | 14834 | 51081 | 39.5 |
| Part-time | 11671 | 34334 | 26.6 |
| Total Not Employed | 13555 | 41192 | 31.9 |
| Unemployed | 5929 | 18256 | 14.1 |
| Looking for full-time work | 3947 | 12099 | 9.4 |
| Looking for part-time work | 1982 | 6157 | 4.8 |
| Not in labour force | 7362 | 22130 | 17.1 |
| Not Stated | 770 | 2292 | 1.7 |
| Base: Graduates with post-school qualifications before course | 22901 | 74479 | 100 |
| Valid Responses | 22765 | 74057 | 99.4 |
| Q13/17/19. Labour force status before course | | | |
| Employed | 16009 | 52918 | 71.5 |
| Full-time | 9630 | 33949 | 45.8 |
| Part-time | 5982 | 17663 | 23.9 |
| Total Not Employed | 6756 | 21139 | 28.5 |
| Unemployed | 3187 | 10256 | 13.8 |
| Looking for full-time work | 2157 | 6848 | 9.2 |
| Looking for part-time work | 1030 | 3408 | 4.6 |
| Not in labour force | 3443 | 10474 | 14.1 |
| Not Stated | 136 | 422 | 0.6 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: Graduates without post-school qualifications before course | 15667 | 47708 | 100 |
| Valid Responses | 15572 | 47438 | 99.4 |
| Q13/17/19. Labour force status before course | | | |
| Employed | 9762 | 30294 | 63.9 |
| Full-time | 4450 | 14587 | 30.7 |
| Part-time | 5024 | 14847 | 31.3 |
| Total Not Employed | 5810 | 17144 | 36.1 |
| Unemployed | 2325 | 6755 | 14.2 |
| Looking for full-time work | 1526 | 4471 | 9.4 |
| Looking for part-time work | 799 | 2285 | 4.8 |
| Not in labour force | 3414 | 10174 | 21.4 |
| Not Stated | 95 | 270 | 0.6 |
| Base: Employed during 6 months before course | 27335 | 88033 | 100 |
| Valid Responses | 26751 | 86163 | 97.9 |
| Q14/18. Employment status before course | | | |
| Employee | 25108 | 81421 | 94.5 |
| Permanent | 14494 | 48986 | 56.9 |
| Casual | 10142 | 30924 | 35.9 |
| Employer | 483 | 1397 | 1.6 |
| Self employed | 1160 | 3345 | 3.9 |
| Not Stated | 584 | 1870 | 2.1 |
| Base: Employed during 6 months before course | 27335 | 88033 | 100 |
| Valid Responses | 26751 | 86163 | 97.9 |
| Q14. Basis of employment during 6 months before course | | | |
| Wage or salary earner | 24328 | 79147 | 91.9 |
| Helper not receiving wages | 780 | 2274 | 2.6 |
| Conducting own business - not employing others | 1160 | 3345 | 3.9 |
| Conducting own business - employing others | 483 | 1397 | 1.6 |
| Not Stated | 584 | 1870 | 2.1 |
| Base: Employed during 6 months before course | 27335 | 88033 | 100 |
| Valid Responses | 26340 | 84766 | 96.3 |
| Q15. Occupation during 6 months before course | | | |
| Summary based on first digit of ASCO code | | | |
| Managers and Administrators | 1071 | 3490 | 4.1 |
| Professionals | 2957 | 9192 | 10.8 |
| Technicians and Associate Professionals | 2159 | 6922 | 8.2 |
| Tradespersons and Related Workers | 4298 | 15210 | 17.9 |
| Advanced Clerical and Service Workers | 987 | 3225 | 3.8 |
| Intermediate Clerical, Sales and Service Workers | 6107 | 19265 | 22.7 |
| Intermediate Production and Transport Workers | 1252 | 4497 | 5.3 |
| Elementary Clerical, Sales and Service Workers | 4107 | 12931 | 15.3 |
| Labourers and Related Workers | 3402 | 10034 | 11.8 |
| Not Stated | 995 | 3268 | 3.7 |

Frequency Counts (continued)

| | | Australia | |
|---|---|---|---|
| | n | N | % |
| Base: Employed during 6 months before course | 27335 | 88033 | 100 |
| Valid Responses | 26254 | 84476 | 96.0 |
| Q16. Industry of employment during 6 months before course | | | |
| Summary based on first two digits of ANZSIC code | | | |
| Agriculture, forestry and fishing | 1156 | 3280 | 3.9 |
| Mining | 294 | 1121 | 1.3 |
| Manufacturing | 2922 | 10078 | 11.9 |
| Electricity, gas and water supply | 170 | 559 | 0.7 |
| Construction | 1424 | 5474 | 6.5 |
| Wholesale trade | 393 | 1350 | 1.6 |
| Retail trade | 5853 | 18318 | 21.7 |
| Accommodation, cafes and restaurants | 2040 | 6426 | 7.6 |
| Transport and storage | 619 | 2544 | 3.0 |
| Communication services | 314 | 1035 | 1.2 |
| Finance and insurance | 510 | 1825 | 2.2 |
| Property and business services | 1904 | 6314 | 7.5 |
| Government administration and defence | 922 | 2788 | 3.3 |
| Education | 1930 | 5421 | 6.4 |
| Health and community services | 4084 | 12073 | 14.3 |
| Cultural and recreational services | 663 | 2276 | 2.7 |
| Personal and other services | 1056 | 3592 | 4.3 |
| Not Stated | 1081 | 3558 | 4.0 |
| Base: Employed during 6 months before course | 27335 | 88033 | 100 |
| Valid Responses | 26505 | 85415 | 97.0 |
| Q17. Hours worked per week during 6 months before course | | | |
| 1-10 hours/week | 3232 | 9544 | 11.2 |
| 11-19 hours/week | 3457 | 10225 | 12.0 |
| 20-24 hours/week | 2444 | 6946 | 8.1 |
| 25-34 hours/week | 2538 | 7618 | 8.9 |
| 35-37 hours/week | 1968 | 6556 | 7.7 |
| 38 hours/week | 4052 | 13544 | 15.9 |
| 39 hours/week | 251 | 911 | 1.1 |
| 40 hours/week | 3818 | 13446 | 15.7 |
| 41-49 hours/week | 2779 | 9874 | 11.6 |
| 50 hours or more per week | 1966 | 6751 | 7.9 |
| Nett | | | |
| Less than 35 hours | 11671 | 34334 | 40.2 |
| 35 hours or more | 14834 | 51081 | 59.8 |
| Not Stated | 830 | 2618 | 3.0 |
| MEAN HOURS | 31 | 32 | |
| STANDARD DEVIATION HOURS | 14 | 14 | |
| Base: Employed during 6 months before course | 27335 | 88033 | 100 |
| Valid Responses | 26492 | 85373 | 97.0 |
| Q18. Entitled to paid sick leave or holiday leave during 6 months before course | | | |
| Yes, both | 14077 | 47553 | 55.7 |
| Yes, paid sick leave only | 423 | 1477 | 1.7 |
| Yes, paid holiday leave only | 309 | 971 | 1.1 |
| No | 11683 | 35372 | 41.4 |
| Nett | | | |
| Permanent | 14809 | 50001 | 58.6 |
| Casual | 11683 | 35372 | 41.4 |
| Not Stated | 843 | 2660 | 3.0 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: Either did not have a job or did other unpaid work during 6 months before course | 13555 | 41192 | 100 |
| Valid Responses | 13291 | 40386 | 98.0 |
| Q19. Actively looked for work during 6 months before course | | | |
| Yes, I looked for full-time work | 3947 | 12099 | 30.0 |
| Yes, I looked for part-time work | 1982 | 6157 | 15.2 |
| No | 7362 | 22130 | 54.8 |
| Not Stated | 264 | 806 | 2.0 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 41658 | 131515 | 100 |
| Q20. Qualification received from course | | | |
| Bachelor's Degree (or higher) | 2 | 4 | # |
| Advanced Diploma | 1156 | 4125 | 3.1 |
| Diploma | 5426 | 15575 | 11.8 |
| Associate Diploma | 543 | 2150 | 1.6 |
| Advanced Certificate - Post Trade | 98 | 187 | 0.1 |
| Advanced Certificate - Other | 421 | 1461 | 1.1 |
| Certificate - Trade | 1761 | 6013 | 4.6 |
| Certificate IV | 6537 | 18780 | 14.3 |
| Certificate III | 12385 | 36100 | 27.4 |
| Certificate II | 8125 | 28733 | 21.8 |
| Certificate I | 2655 | 10259 | 7.8 |
| Other Certificate | 2546 | 8112 | 6.2 |
| Other | 3 | 14 | # |
| Not Stated | 2 | 3 | # |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40398 | 127774 | 97.2 |
| Q21. Had to move to do course | | | |
| Yes | 3376 | 9534 | 7.5 |
| No | 37022 | 118239 | 92.5 |
| Not Stated | 1262 | 3744 | 2.8 |
| Base: Moved to do course | 3376 | 9534 | 100 |
| Valid Responses | 3157 | 8878 | 93.1 |
| Q22. Main reason had to move to do course | | | |
| Local TAFE institute did not offer this training | 1348 | 3810 | 42.9 |
| No TAFE institute in local area | 637 | 1618 | 18.2 |
| Not able to get place at local TAFE institute | 71 | 240 | 2.7 |
| No Registered Private Providers or Adult and Community Education Providers in local area | 13 | 37 | 0.4 |
| Local Registered Private Providers or Adult and Community Education Providers did not offer training | 13 | 26 | 0.3 |
| Training not available through distance learning | 44 | 147 | 1.7 |
| Personal reasons | 754 | 2235 | 25.2 |
| Other | 277 | 764 | 8.6 |
| Not Stated | 219 | 657 | 6.9 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 34674 | 108881 | 82.8 |
| Q23. Year started course | | | |
| Prior to 1995 | 83 | 201 | 0.2 |
| 1995 | 326 | 856 | 0.8 |
| 1996 | 2111 | 6810 | 6.3 |
| 1997 | 4398 | 14673 | 13.5 |
| 1998 | 8251 | 24872 | 22.8 |
| 1999 | 19505 | 61469 | 56.5 |
| Not Stated | 6986 | 22637 | 17.2 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 34744 | 109013 | 82.9 |
| Q23. Month and year finished course | | | |
| 1998 or earlier | 1016 | 3000 | 2.8 |
| Jan-99 | 206 | 600 | 0.6 |
| Feb-99 | 447 | 1374 | 1.3 |
| Mar-99 | 405 | 1206 | 1.1 |
| Apr-99 | 621 | 1872 | 1.7 |
| May-99 | 815 | 2455 | 2.3 |
| Jun-99 | 4530 | 14427 | 13.2 |
| Jul-99 | 2113 | 6704 | 6.1 |
| Aug-99 | 1176 | 3497 | 3.2 |
| Sep-99 | 1572 | 4654 | 4.3 |
| Oct-99 | 2023 | 5889 | 5.4 |
| Nov-99 | 7997 | 25340 | 23.2 |
| Dec-99 | 11385 | 36729 | 33.7 |
| 2000 | 438 | 1265 | 1.2 |
| Nett | | | |
| First Half of 1999 (Jan to Jun) | 7024 | 21934 | 20.1 |
| Second Half of 1999 (Jul to Dec) | 26266 | 82814 | 76.0 |
| Not Stated | 6916 | 22505 | 17.1 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 34621 | 108689 | 82.6 |
| Q23. Months elapsed between start and finish of course | | | |
| 1-6 months | 11311 | 36378 | 33.5 |
| 7-12 months | 10724 | 32217 | 29.6 |
| 13-18 months | 2126 | 6139 | 5.6 |
| 19-24 months | 4475 | 14157 | 13.0 |
| 25-30 months | 1365 | 3926 | 3.6 |
| 31-36 months | 2710 | 9744 | 9.0 |
| 37-48 months | 1697 | 5582 | 5.1 |
| 49-60 months | 152 | 393 | 0.4 |
| 61-73 months | 32 | 76 | 0.1 |
| Over 73 months | 29 | 77 | 0.1 |
| Nett | | | |
| Up to 12 months | 22035 | 68596 | 63.1 |
| Up to 24 months | 28636 | 88891 | 81.8 |
| Up to 36 months | 32711 | 102561 | 94.4 |
| Not Stated | 7039 | 22829 | 17.4 |
| MEDIAN DURATION (Months) | 10 | 10 | |
| MEAN DURATION (Months) | 15 | 15 | |
| STANDARD DEVIATION (Months) | 12 | 12 | |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40430 | 127578 | 97 |
| Q24. Hours per week attended class | | | |
| 1-5 hours/week | 5541 | 16923 | 13.3 |
| 6-10 hours/week | 8881 | 32342 | 25.4 |
| 11-15 hours/week | 3268 | 10177 | 8.0 |
| 16-20 hours/week | 6245 | 19289 | 15.1 |
| More than 20 hours per week | 9609 | 28135 | 22.1 |
| Block release | 2923 | 8708 | 6.8 |
| Day release | 707 | 3124 | 2.4 |
| Did not attend formal classes - external study | 3256 | 8879 | 7.0 |
| Not Stated | 1230 | 3940 | 3.0 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 39780 | 125764 | 95.6 |
| Q25. Course delivery | | | |
| In a classroom (with no work placement) | 21054 | 69156 | 55.0 |
| In a classroom (with work placement) | 17172 | 51788 | 41.2 |
| In your workplace | 5128 | 15967 | 12.7 |
| Group or individual project work | 10606 | 32948 | 26.2 |
| By correspondence | 2885 | 8003 | 6.4 |
| Online learning | 936 | 2749 | 2.2 |
| Other | 1735 | 5252 | 4.2 |
| Not Stated | 1880 | 5754 | 4.4 |
| Base: Had course in more than one mode | 15441 | 47233 | 100 |
| Valid Responses | 14572 | 44552 | 94.3 |
| Q26. Course delivery (Majority) | | | |
| In a classroom (with no work placement) | 5734 | 17968 | 40.3 |
| In a classroom (with work placement) | 4137 | 12647 | 28.4 |
| In your workplace | 1065 | 2921 | 6.6 |
| Group or individual project work | 1869 | 5843 | 13.1 |
| By correspondence | 631 | 1779 | 4.0 |
| Online learning | 116 | 350 | 0.8 |
| Other | 1020 | 3043 | 6.8 |
| Not Stated | 869 | 2680 | 5.7 |
| Base: Had course in more than one mode | 15441 | 47233 | 100 |
| Valid Responses | 14507 | 44352 | 93.9 |
| Q27. Most satisfying delivery mode | | | |
| In a classroom (with no work placement) | 3033 | 9396 | 21.2 |
| In a classroom (with work placement) | 4182 | 12519 | 28.2 |
| In your workplace | 1647 | 4664 | 10.5 |
| Group or individual project work | 3986 | 12726 | 28.7 |
| By correspondence | 412 | 1176 | 2.7 |
| Online learning | 169 | 531 | 1.2 |
| Other | 820 | 2563 | 5.8 |
| None/Not satisfied | 258 | 777 | 1.8 |
| Not Stated | 934 | 2881 | 6.1 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 36996 | 117115 | 89.0 |
| Q28. Recognition for prior learning towards course completed | | | |
| Any Recognition | 13885 | 41611 | 35.5 |
| Study at a TAFE institution | 7315 | 23258 | 19.9 |
| Study at a TAFE division of a university | 424 | 1158 | 1.0 |
| Study at a Registered Private Provider or Adult and Community Education Provider | 761 | 2258 | 1.9 |
| Study at university | 1350 | 3935 | 3.4 |
| Assessed skills and experience | 5285 | 13890 | 11.9 |
| Study elsewhere | 2246 | 6546 | 5.6 |
| No recognition | 23111 | 75504 | 64.5 |
| Nett | | | |
| Study at a TAFE institution or TAFE division of a university | 7643 | 24137 | 20.6 |
| Assessed skills and experience | 5285 | 13890 | 11.9 |
| Study at university | 1350 | 3935 | 3.4 |
| Study elsewhere | 2898 | 8542 | 7.3 |
| Not Stated | 4664 | 14403 | 11.0 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 37286 | 118096 | 89.8 |
| Q29. Sources of income | | | |
| Austudy | 6180 | 17910 | 15.2 |
| Abstudy | 403 | 1069 | 0.9 |
| Government pensions or benefits (eg Newstart, Disability pension) | 5845 | 16672 | 14.1 |
| Apprenticeship | 3748 | 13048 | 11.0 |
| Traineeship | 1325 | 3821 | 3.2 |
| Scholarship/cadetship | 72 | 193 | 0.2 |
| Paid work | 17119 | 56524 | 47.9 |
| Own business | 1406 | 4183 | 3.5 |
| Parents or spouse/partner | 6436 | 19696 | 16.7 |
| Other | 1681 | 5321 | 4.5 |
| Not Stated | 4374 | 13422 | 10.2 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40728 | 128685 | 97.8 |
| Q30. Main reason for doing course | | | |
| To get a job (or own business) | 10017 | 29963 | 23.3 |
| To try for a different career | 5293 | 15711 | 12.2 |
| To get a better job or promotion | 4098 | 13329 | 10.4 |
| It was a requirement of my job | 5945 | 21495 | 16.7 |
| I wanted extra skills for my job | 5929 | 18380 | 14.3 |
| To get into another course of study | 2400 | 7905 | 6.1 |
| For interest or personal reasons | 5614 | 17326 | 13.5 |
| Other reasons | 1432 | 4577 | 3.6 |
| Nett | | | |
| Vocational reasons | 31282 | 98878 | 76.8 |
| Non-vocational reasons | 9446 | 29808 | 23.2 |
| Not Stated | 932 | 2833 | 2.2 |

Frequency Counts (continued)

| | | Australia | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40438 | 127672 | 97.1 |
| Q31. Achieved main reason | | | |
| Yes | 26096 | 83614 | 65.5 |
| No | 3436 | 10044 | 7.9 |
| Partly | 6087 | 18899 | 14.8 |
| Don't know yet | 4819 | 15114 | 11.8 |
| Nett | | | |
| Wholly or partly achieved | 32183 | 102514 | 80.3 |
| Not Stated | 1222 | 3846 | 2.9 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40626 | 128257 | 97.5 |
| Q32. Job during final semester of course | | | |
| Yes, worked for payment or profit | 25171 | 82546 | 64.4 |
| Yes, but on leave from main job | 402 | 1290 | 1.0 |
| Yes, unpaid work in a family business | 371 | 1050 | 0.8 |
| Yes, other unpaid work | 792 | 2336 | 1.8 |
| No, did not have a job | 13890 | 41035 | 32.0 |
| Nett | | | |
| Employed | 25944 | 84887 | 66.2 |
| Not Stated | 1034 | 3261 | 2.5 |
| Base: Employed during final semester of course | 25944 | 84887 | 100 |
| Valid Responses | 23422 | 76688 | 90.3 |
| Q33. Employer support | | | |
| Any Support | 13419 | 44521 | 58.1 |
| Paid fees | 6783 | 23152 | 30.2 |
| Paid time off work | 5895 | 20736 | 27.0 |
| Unpaid time off work | 2065 | 6590 | 8.6 |
| Other support | 2814 | 8278 | 10.8 |
| No Support | 10003 | 32167 | 41.9 |
| Not Stated | 2522 | 8199 | 9.7 |
| Base: Employed during final semester of course | 25944 | 84887 | 100 |
| Valid Responses | 24936 | 81554 | 96.1 |
| Q34. Same employer as before course | | | |
| Yes | 17112 | 56423 | 69.2 |
| No | 5897 | 19082 | 23.4 |
| Was not employed before course | 1927 | 6049 | 7.4 |
| Not Stated | 1008 | 3332 | 3.9 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40915 | 129250 | 98.3 |
| Q35. Job as at 26 May 2000 | | | |
| Yes, worked for payment or profit | 30369 | 97150 | 75.2 |
| Yes, but on leave from main job | 22 | 64 | # |
| Yes, unpaid work in a family business | 341 | 1048 | 0.8 |
| Yes, other unpaid work | 481 | 1394 | 1.1 |
| No, did not have a job | 9702 | 29593 | 22.9 |
| Nett | | | |
| Employed | 30732 | 98263 | 76.0 |
| Not Stated | 745 | 2268 | 1.7 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40915 | 129250 | 98.3 |
| Q35/44/50. Labour force status at 26 May 2000 | | | |
| Employed | 30732 | 98263 | 76.0 |
| Full-time | 19195 | 65081 | 50.4 |
| Part-time | 10521 | 30099 | 23.3 |
| Not Employed | 10183 | 30988 | 24.0 |
| Unemployed | 4754 | 14419 | 11.2 |
| Looking for full-time work | 2781 | 8325 | 6.4 |
| Looking for part-time work | 1973 | 6094 | 4.7 |
| Not in the labour force | 5176 | 15702 | 12.1 |
| Not Stated | 745 | 2268 | 1.7 |
| Base: Graduates with post-school qualifications before course | 22901 | 74479 | 100 |
| Valid Responses | 22715 | 73901 | 99.2 |
| Q35/44/50. Labour force status at 26 May 2000 | | | |
| Employed | 17217 | 56597 | 76.6 |
| Full-time | 10915 | 38012 | 51.4 |
| Part-time | 5780 | 16950 | 22.9 |
| Not Employed | 5498 | 17303 | 23.4 |
| Unemployed | 2580 | 8174 | 11.1 |
| Looking for full-time work | 1519 | 4677 | 6.3 |
| Looking for part-time work | 1061 | 3497 | 4.7 |
| Not in the labour force | 2798 | 8693 | 11.8 |
| Not Stated | 186 | 578 | 0.8 |
| Base: Graduates without post-school qualifications before course | 15667 | 47708 | 100 |
| Valid Responses | 15568 | 47387 | 99.3 |
| Q35/44/50. Labour force status at 26 May 2000 | | | |
| Employed | 11672 | 36106 | 76.2 |
| Full-time | 7189 | 23506 | 49.6 |
| Part-time | 4152 | 11571 | 24.4 |
| Not Employed | 3896 | 11281 | 23.8 |
| Unemployed | 1843 | 5207 | 11.0 |
| Looking for full-time work | 1054 | 3003 | 6.3 |
| Looking for part-time work | 789 | 2204 | 4.7 |
| Not in the labour force | 1976 | 5864 | 12.4 |
| Not Stated | 99 | 322 | 0.7 |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 30359 | 97231 | 98.9 |
| Q36/38. Employment status at 26 May 2000 | | | |
| Employee | 28524 | 91503 | 94.1 |
| Permanent | 19857 | 65343 | 67.2 |
| Casual | 8373 | 25217 | 25.9 |
| Employer | 491 | 1461 | 1.5 |
| Self employed | 1344 | 4266 | 4.4 |
| Not Stated | 373 | 1032 | 1.1 |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 30359 | 97231 | 98.9 |
| Q36. Basis of employment at 26 May 2000 | | | |
| Wage or salary earner | 28206 | 90513 | 93.1 |
| Helper not receiving wages | 318 | 991 | 1.0 |
| Conducting own business - not employing others | 1344 | 4266 | 4.4 |
| Conducting own business - employing others | 491 | 1461 | 1.5 |
| Not Stated | 373 | 1032 | 1.1 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 30334 | 97087 | 98.8 |
| Q37. Same employer at 26 May 2000 as during course | | | |
| Yes | 17605 | 58188 | 59.9 |
| No | 6584 | 21258 | 21.9 |
| Was not employed during final semester of course | 6145 | 17641 | 18.2 |
| Nett (base - valid responses for employed before, during and after course and for same employer during and after course) | | | |
| Same employer before course, during course and at 26 May 2000 | 12379 | 40602 | 59.6 |
| Not Stated | 398 | 1176 | 1.2 |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 30112 | 96342 | 98.0 |
| Q38. Entitled to paid sick leave or holiday leave at 26 May 2000 | | | |
| Yes, both | 19364 | 63727 | 66.1 |
| Yes, paid sick leave only | 491 | 1560 | 1.6 |
| Yes, paid holiday leave only | 288 | 955 | 1.0 |
| No | 9969 | 30100 | 31.2 |
| Nett | | | |
| Permanent | 20143 | 66242 | 68.8 |
| Casual | 9969 | 30100 | 31.2 |
| Not Stated | 620 | 1921 | 2.0 |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 27838 | 89275 | 90.9 |
| Q39. Occupation at 26 May 2000 | | | |
| Summary based on first digit of ASCO code | | | |
| Managers and Administrators | 1261 | 3978 | 4.5 |
| Professionals | 3725 | 11439 | 12.8 |
| Technicians and Associate Professionals | 2607 | 8520 | 9.5 |
| Tradespersons and Related Workers | 5828 | 19952 | 22.3 |
| Advanced Clerical and Service Workers | 1142 | 3833 | 4.3 |
| Intermediate Clerical, Sales and Service Workers | 7022 | 21647 | 24.2 |
| Intermediate Production and Transport Workers | 1085 | 3980 | 4.5 |
| Elementary Clerical, Sales and Service Workers | 3016 | 9393 | 10.5 |
| Labourers and Related Workers | 2152 | 6535 | 7.3 |
| Nett (base - valid occupation response before course and at 26 May) | | | |
| Same occupation before course and at 26 May 2000 | 15439 | 51110 | 70.2 |
| Not Stated | 2894 | 8987 | 9.1 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 27148 | 87067 | 88.6 |
| Q40. Industry of employment at 26 May 2000 | | | |
| Summary based on first two digits of ANZSIC code | | | |
| Agriculture, forestry and fishing | 918 | 2630 | 3.0 |
| Mining | 336 | 1311 | 1.5 |
| Manufacturing | 3002 | 10217 | 11.7 |
| Electricity, gas and water supply | 196 | 733 | 0.8 |
| Construction | 2001 | 7461 | 8.6 |
| Wholesale trade | 397 | 1388 | 1.6 |
| Retail trade | 4228 | 13154 | 15.1 |
| Accommodation, cafes and restaurants | 1933 | 6203 | 7.1 |
| Transport and storage | 731 | 2981 | 3.4 |
| Communication services | 362 | 1173 | 1.3 |
| Finance and insurance | 562 | 2072 | 2.4 |
| Property and business services | 2490 | 8546 | 9.8 |
| Government administration and defence | 985 | 3042 | 3.5 |
| Education | 2176 | 5793 | 6.7 |
| Health and community services | 4866 | 13910 | 16.0 |
| Cultural and recreational services | 730 | 2402 | 2.8 |
| Personal and other services | 1235 | 4052 | 4.7 |
| Nett (base - valid industry response before course and at 26 May) | | | |
| Same industry before course and at 26 May 2000 | 15570 | 51126 | 72.1 |
| Not Stated | 3584 | 11195 | 11.4 |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 29455 | 94404 | 96.1 |
| Q41. Sector of business at 26 May 2000 | | | |
| Private | 22761 | 74641 | 79.1 |
| Yes, Commonwealth government | 1674 | 5543 | 5.9 |
| Yes, State government | 3969 | 11114 | 11.8 |
| Yes, Local government | 1051 | 3107 | 3.3 |
| Nett | | | |
| Private | 22761 | 74641 | 79.1 |
| Public | 6694 | 19764 | 20.9 |
| Not Stated | 1277 | 3858 | 3.9 |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 28843 | 92624 | 94.3 |
| Q42. Employment size of workplace | | | |
| Less than 10 people | 9113 | 28838 | 31.1 |
| 10-19 people | 4347 | 13614 | 14.7 |
| 20-99 people | 7409 | 23347 | 25.2 |
| 100 or more people | 7974 | 26825 | 29.0 |
| Not Stated | 1889 | 5638 | 5.7 |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 28965 | 92996 | 94.6 |
| Q43. Employment size of business in Australia | | | |
| Less than 10 people | 6964 | 22308 | 24.0 |
| 10-19 people | 2843 | 8942 | 9.6 |
| 20-99 people | 4408 | 13624 | 14.6 |
| 100 or more people | 14750 | 48122 | 51.7 |
| Not Stated | 1767 | 5267 | 5.4 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 29716 | 95180 | 96.9 |
| Q44. Hours worked per week at 26 May 2000 | | | |
| 1-10 hours/week | 2360 | 6837 | 7.2 |
| 11-19 hours/week | 2830 | 8323 | 8.7 |
| 20-24 hours/week | 2383 | 6526 | 6.9 |
| 25-34 hours/week | 2948 | 8413 | 8.8 |
| 35-37 hours/week | 2491 | 7836 | 8.2 |
| 38 hours/week | 5150 | 16913 | 17.8 |
| 39 hours/week | 465 | 1560 | 1.6 |
| 40 hours/week | 4812 | 16638 | 17.5 |
| 41-49 hours/week | 4015 | 14248 | 15.0 |
| 50 hours or more per week | 2262 | 7886 | 8.3 |
| Nett | | | |
| Less than 35 hours | 10521 | 30099 | 31.6 |
| 35 hours or more | 19195 | 65081 | 68.4 |
| Not Stated | 1016 | 3083 | 3.1 |
| MEAN HOURS | 34 | 35 | |
| STANDARD DEVIATION HOURS | 13 | 13 | |
| Base: Employees at 26 May 2000 | 28524 | 91503 | 100 |
| Valid Responses | 26456 | 84939 | 92.8 |
| Q45. Gross weekly earnings | | | |
| $1 - $39 | 308 | 974 | 1.1 |
| $40 - $79 | 637 | 1874 | 2.2 |
| $80 - $119 | 1083 | 3116 | 3.7 |
| $120 - $159 | 1060 | 3149 | 3.7 |
| $160 - $199 | 1133 | 3166 | 3.7 |
| $200 - $299 | 3084 | 8793 | 10.4 |
| $300 - $399 | 3866 | 11921 | 14.0 |
| $400 - $499 | 4312 | 13718 | 16.2 |
| $500 - $599 | 3652 | 12193 | 14.4 |
| $600 - $699 | 2264 | 7804 | 9.2 |
| $700 - $799 | 1633 | 5514 | 6.5 |
| $800 - $999 | 1868 | 7043 | 8.3 |
| $1,000 - $1,499 | 1270 | 4601 | 5.4 |
| $1,500 or more | 286 | 1074 | 1.3 |
| Not Stated | 2068 | 6564 | 7.2 |
| MEAN GROSS WEEKLY EARNINGS ($) | 490 | 513 | |
| STANDARD DEVIATION ($) | 299 | 307 | |
| Base: Employees at 26 May 2000 | 28524 | 91503 | 100 |
| Valid Responses | 26456 | 84939 | 92.8 |
| Q45. Gross annual earnings | | | |
| $1 - $2,079 | 308 | 974 | 1.1 |
| $2,080 - $4,159 | 637 | 1874 | 2.2 |
| $4,160 - $6,239 | 1083 | 3116 | 3.7 |
| $6,240 - $8,319 | 1060 | 3149 | 3.7 |
| $8,320 - $10,399 | 1133 | 3166 | 3.7 |
| $10,400 - $15,599 | 3084 | 8793 | 10.4 |
| $15,600 - $20,799 | 3866 | 11921 | 14.0 |
| $20,800 - $25,999 | 4312 | 13718 | 16.2 |
| $26,000 - $31,199 | 3652 | 12193 | 14.4 |
| $31,200 - $36,399 | 2264 | 7804 | 9.2 |
| $36,400 - $41,599 | 1633 | 5514 | 6.5 |
| $41,600 - $51,999 | 1868 | 7043 | 8.3 |
| $52,000 - $77,999 | 1270 | 4601 | 5.4 |
| $78,000 or more | 286 | 1074 | 1.3 |
| Not Stated | 2068 | 6564 | 7.2 |
| MEAN GROSS ANNUAL EARNINGS ($) | 25497 | 26700 | |
| STANDARD DEVIATION ($) | 15565 | 15953 | |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 28888 | 92357 | 94.0 |
| Q46. Perceived benefits of completing course | | | |
| Any Benefit | 20596 | 64176 | 69.5 |
| Got a job | 8309 | 24956 | 27.0 |
| An increase in earnings | 7154 | 22704 | 24.6 |
| A promotion (or increased status at work) | 5094 | 16463 | 17.8 |
| Change of job | 5142 | 15587 | 16.9 |
| Other | 4705 | 14527 | 15.7 |
| None of the above | 8292 | 28181 | 30.5 |
| Not Stated | 1844 | 5906 | 6.0 |
| Base: Employed full-time at 26 May 2000 | 19195 | 65081 | 100 |
| Valid Responses | 18387 | 62383 | 95.9 |
| Q46. Perceived benefits of completing course | | | |
| Any Benefit | 13742 | 45333 | 72.7 |
| Got a job | 5165 | 16296 | 26.1 |
| An increase in earnings | 5551 | 18603 | 29.8 |
| A promotion (or increased status at work) | 4115 | 13921 | 22.3 |
| Change of job | 3200 | 10371 | 16.6 |
| Other | 2699 | 8999 | 14.4 |
| None of the above | 4645 | 17050 | 27.3 |
| Not Stated | 808 | 2698 | 4.1 |
| Base: Employed part-time at 26 May 2000 | 10521 | 30099 | 100 |
| Valid Responses | 10087 | 28715 | 95.4 |
| Q46. Perceived benefits of completing course | | | |
| Any Benefit | 6555 | 17932 | 62.4 |
| Got a job | 3032 | 8314 | 29.0 |
| An increase in earnings | 1517 | 3828 | 13.3 |
| A promotion (or increased status at work) | 922 | 2377 | 8.3 |
| Change of job | 1866 | 5004 | 17.4 |
| Other | 1911 | 5259 | 18.3 |
| None of the above | 3532 | 10783 | 37.6 |
| Not Stated | 434 | 1384 | 4.6 |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 29289 | 93837 | 95.5 |
| Q47. Time to find job | | | |
| Already had a job | 20597 | 68063 | 72.5 |
| 1-3 months | 6333 | 18679 | 19.9 |
| 4-6 months | 1514 | 4534 | 4.8 |
| More than 6 months | 845 | 2560 | 2.7 |
| Not Stated | 1443 | 4426 | 4.5 |
| Base: Employed at 26 May 2000 less those who already had a job | 10135 | 30200 | 100 |
| Valid Responses | 8692 | 25774 | 85.3 |
| 1-3 months | 6333 | 18679 | 72.5 |
| 4-6 months | 1514 | 4534 | 17.6 |
| More than 6 months | 845 | 2560 | 9.9 |
| Not Stated | 1443 | 4426 | 14.7 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 29718 | 95182 | 96.9 |
| Q48. First full time job at 26 May 2000 | | | |
| Yes, it is my first full-time job | 7382 | 24742 | 26.0 |
| No, I have worked full-time before | 16268 | 52729 | 55.4 |
| I have never worked full-time | 2251 | 7056 | 7.4 |
| Not currently working full-time, but have worked full-time before | 3817 | 10655 | 11.2 |
| Nett | | | |
| Yes | 7382 | 24742 | 26.0 |
| No | 22336 | 70440 | 74.0 |
| Not Stated | 1014 | 3080 | 3.1 |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 29778 | 95358 | 97.0 |
| Q49. Relevance of course to job at 26 May 2000 | | | |
| Highly relevant | 15812 | 49578 | 52.0 |
| Some relevance | 7199 | 23728 | 24.9 |
| Very little relevance | 2358 | 8071 | 8.5 |
| Not at all relevant | 4409 | 13981 | 14.7 |
| Nett | | | |
| Highly/somewhat relevant | 23011 | 73306 | 76.9 |
| Very little or no relevance | 6767 | 22053 | 23.1 |
| Not Stated | 954 | 2905 | 3.0 |
| Base: Either do not have job or doing other unpaid work at 26 May 2000 | 10183 | 30988 | 100 |
| Valid Responses | 9930 | 30121 | 97.2 |
| Q50. Actively looking for work at 26 May 2000 | | | |
| Yes, looking for full-time work | 2781 | 8325 | 27.6 |
| Yes, looking for part-time work | 1973 | 6094 | 20.2 |
| No, not looking for work | 5176 | 15702 | 52.1 |
| Not Stated | 253 | 867 | 2.8 |
| Base: Actively looking for work at 26 May 2000 | 4754 | 14419 | 100 |
| Valid Responses | 4364 | 13314 | 92.3 |
| Q51. Looking for work at 26 May 2000 in same field as field of study of course | | | |
| Yes | 2594 | 7938 | 59.6 |
| No | 670 | 2106 | 15.8 |
| No preference/don't mind | 1100 | 3269 | 24.6 |
| Not Stated | 390 | 1105 | 7.7 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 40644 | 128351 | 97.6 |
| Q52. Enrolled in further study | | | |
| No | 23816 | 74363 | 57.9 |
| Yes, but course cancelled or withdrew | 1480 | 4725 | 3.7 |
| Yes | 15348 | 49263 | 38.4 |
| Nett | | | |
| Yes | 15348 | 49263 | 38.4 |
| No | 25296 | 79088 | 61.6 |
| Not Stated | 1016 | 3167 | 2.4 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: Enrolled in further study | 15348 | 49263 | 100 |
| Valid Responses | 14671 | 47094 | 95.6 |
| Q53. Level of qualification being studied | | | |
| Bachelor's degree or higher | 2919 | 9223 | 19.6 |
| Undergraduate diploma | 130 | 430 | 0.9 |
| Advanced diploma | 694 | 2193 | 4.7 |
| Diploma | 2542 | 8286 | 17.6 |
| Associate diploma | 230 | 778 | 1.7 |
| Advanced certificate | 293 | 968 | 2.1 |
| Certificate | 913 | 3106 | 6.6 |
| Certificate of competency or proficiency | 251 | 847 | 1.8 |
| Certificate IV | 1759 | 5595 | 11.9 |
| Certificate III | 1899 | 6093 | 12.9 |
| Certificate II | 867 | 2600 | 5.5 |
| Certificate I | 200 | 650 | 1.4 |
| Other certificate | 456 | 1421 | 3.0 |
| Secondary school qualification eg mature age, night school | 161 | 551 | 1.2 |
| Statement of attainment | 294 | 1143 | 2.4 |
| Other course | 1063 | 3208 | 6.8 |
| Not Stated | 677 | 2169 | 4.4 |
| Base: Enrolled in further study | 15348 | 49263 | 100 |
| Valid Responses | 14843 | 47806 | 97.0 |
| Q54. Hours of attendance | | | |
| 1-5 hours/week | 2399 | 7303 | 15.3 |
| 6-10 hours/week | 2928 | 10570 | 22.1 |
| 11-15 hours/week | 1844 | 5850 | 12.2 |
| 16-20 hours/week | 2382 | 7750 | 16.2 |
| More than 20 hours per week | 2625 | 8762 | 18.3 |
| Block release | 569 | 1591 | 3.3 |
| Day release | 179 | 601 | 1.3 |
| Do/Will not attend formal classes - external study | 1917 | 5378 | 11.3 |
| Not Stated | 505 | 1457 | 3.0 |
| Base: Enrolled in further study | 15348 | 49263 | 100 |
| Valid Responses | 14946 | 48088 | 97.6 |
| Q55. Type of institution | | | |
| University | 3315 | 10421 | 21.7 |
| TAFE Institute | 9415 | 30862 | 64.2 |
| TAFE Division of a university | 669 | 1986 | 4.1 |
| Registered Private Provider | 569 | 1834 | 3.8 |
| Adult and Community Education Provider | 197 | 581 | 1.2 |
| Secondary School | 97 | 309 | 0.6 |
| Other | 684 | 2095 | 4.4 |
| Not Stated | 402 | 1175 | 2.4 |
| Base: Enrolled in further study at University or TAFE | 13399 | 43268 | 100 |
| Valid Responses | 12532 | 40234 | 93.0 |
| Q56. University or TAFE where studying | | | |
| Name provided | 12532 | 40234 | 93.0 |
| Not Stated | 867 | 3035 | 7.0 |

Frequency Counts (continued)

| | | Australia | |
|---|---|---|---|
| | n | N | % |
| Base: Enrolled in further study at University or TAFE | 13399 | 43268 | 100 |
| Valid Responses | 12747 | 41184 | 95.2 |
| Q57. Course being studied | | | |
| Name provided | 12747 | 41184 | 95.2 |
| Not Stated | 652 | 2084 | 4.8 |
| Base: Enrolled in further study | 15348 | 49263 | 100 |
| Valid Responses | 14740 | 47512 | 96.4 |
| Q58. Main reason for doing further study | | | |
| To get a job (or own business) | 3933 | 12556 | 26.4 |
| To try for a different career | 1712 | 5502 | 11.6 |
| To get a better job or promotion | 2558 | 8534 | 18.0 |
| It is a requirement of my present job | 969 | 3032 | 6.4 |
| To get extra skills for my present job | 2150 | 6812 | 14.3 |
| To get into another course of study | 756 | 2560 | 5.4 |
| For interest or personal development | 1725 | 5515 | 11.6 |
| Other reason | 937 | 3000 | 6.3 |
| Nett | | | |
| Vocational reasons | 11322 | 36437 | 76.7 |
| Non-vocational reasons | 3418 | 11075 | 23.3 |
| Not Stated | 608 | 1751 | 3.6 |
| Base: Enrolled in further study | 15348 | 49263 | 100 |
| Valid Responses | 14340 | 46252 | 93.9 |
| Q59. Recognition for prior learning from course completed in 1999 towards further study | | | |
| Yes, applied and got some | 5470 | 17765 | 38.4 |
| No, applied but did not get any | 1005 | 3345 | 7.2 |
| Have not applied, but intend to | 1219 | 3956 | 8.6 |
| Have not applied, and do not intend to | 5953 | 19004 | 41.1 |
| Don't know, exemptions applied for but still under consideration | 693 | 2181 | 4.7 |
| Not Stated | 1008 | 3011 | 6.1 |
| Base: Enrolled in further study | 15348 | 49263 | 100 |
| Valid Responses | 13327 | 42961 | 87.2 |
| Q60. Further study in similar field to completed course or job at 26 May 2000 | | | |
| Yes, similar field to both | 5034 | 15761 | 36.7 |
| Yes, similar field to course on front of form only | 3469 | 10694 | 24.9 |
| Yes, similar field to current job only | 643 | 2260 | 5.3 |
| No | 4181 | 14246 | 33.2 |
| Not Stated | 2021 | 6302 | 12.8 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 39721 | 125841 | 95.7 |
| Q61a. Your instructors' knowledge of subject content | | | |
| 1. Poor (1) | 165 | 523 | 0.4 |
| 2. (2) | 117 | 326 | 0.3 |
| 3. (3) | 244 | 748 | 0.6 |
| 4. (4) | 327 | 991 | 0.8 |
| 5. (5) | 2369 | 7678 | 6.1 |
| 6. (6) | 3630 | 11253 | 8.9 |
| 7. (7) | 4201 | 13492 | 10.7 |
| 8. (8) | 8481 | 26700 | 21.2 |
| 9. (9) | 8966 | 27912 | 22.2 |
| 10. Excellent (10) | 11221 | 36218 | 28.8 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 28668 | 90830 | 72.2 |
| Neither satisfied nor dissatisfied (4 to 7) | 10527 | 33414 | 26.6 |
| Dissatisfied (1 to 3) | 526 | 1597 | 1.3 |
| Not Applicable | 819 | 2078 | 1.6 |
| Not Stated | 1120 | 3599 | 2.7 |
| MEAN SCORE | 8.2 | 8.2 | |
| STANDARD DEVIATION | 1.7 | 1.7 | |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 39569 | 125350 | 95.3 |
| Q61b. Your instructors' ability to relate to students | | | |
| 1. Poor (1) | 330 | 939 | 0.7 |
| 2. (2) | 245 | 779 | 0.6 |
| 3. (3) | 483 | 1510 | 1.2 |
| 4. (4) | 858 | 2731 | 2.2 |
| 5. (5) | 3087 | 9760 | 7.8 |
| 6. (6) | 4825 | 15317 | 12.2 |
| 7. (7) | 5228 | 16869 | 13.5 |
| 8. (8) | 7952 | 25101 | 20 |
| 9. (9) | 7493 | 23070 | 18.4 |
| 10. Excellent (10) | 9068 | 29272 | 23.4 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 24513 | 77414 | 61.8 |
| Neither satisfied nor dissatisfied (4 to 7) | 13998 | 44678 | 35.6 |
| Dissatisfied (1 to 3) | 1058 | 3228 | 2.6 |
| Not Applicable | 903 | 2244 | 1.7 |
| Not Stated | 1188 | 3925 | 3.0 |
| MEAN SCORE | 7.8 | 7.8 | |
| STANDARD DEVIATION | 1.9 | 1.9 | |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38992 | 123664 | 94.0 |
| Q61c. The balance between instruction and practice | | | |
| 1. Poor (1) | 333 | 965 | 0.8 |
| 2. (2) | 352 | 1045 | 0.8 |
| 3. (3) | 602 | 1856 | 1.5 |
| 4. (4) | 1339 | 3951 | 3.2 |
| 5. (5) | 3588 | 11158 | 9.0 |
| 6. (6) | 6010 | 19042 | 15.4 |
| 7. (7) | 5580 | 17831 | 14.4 |
| 8. (8) | 8309 | 26234 | 21.2 |
| 9. (9) | 6582 | 21088 | 17.1 |
| 10. Excellent (10) | 6297 | 20493 | 16.6 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 21188 | 67815 | 54.8 |
| Neither satisfied nor dissatisfied (4 to 7) | 16517 | 51983 | 42.0 |
| Dissatisfied (1 to 3) | 1287 | 3866 | 3.1 |
| Not Applicable | 1328 | 3501 | 2.7 |
| Not Stated | 1340 | 4353 | 3.3 |
| MEAN SCORE | 7.4 | 7.5 | |
| STANDARD DEVIATION | 1.9 | 1.9 | |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 39588 | 125169 | 95.2 |
| Q61d. Making methods of assessment clear to you | | | |
| 1. Poor (1) | 395 | 1137 | 0.9 |
| 2. (2) | 367 | 1208 | 1.0 |
| 3. (3) | 534 | 1631 | 1.3 |
| 4. (4) | 1153 | 3491 | 2.8 |
| 5. (5) | 3094 | 9681 | 7.7 |
| 6. (6) | 5105 | 16129 | 12.9 |
| 7. (7) | 5302 | 16693 | 13.3 |
| 8. (8) | 8037 | 24776 | 19.8 |
| 9. (9) | 7430 | 23638 | 18.9 |
| 10. Excellent (10) | 8171 | 26785 | 21.4 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 23638 | 75199 | 60.1 |
| Neither satisfied nor dissatisfied (4 to 7) | 14654 | 45995 | 36.7 |
| Dissatisfied (1 to 3) | 1296 | 3976 | 3.2 |
| Not Applicable | 697 | 1869 | 1.4 |
| Not Stated | 1375 | 4480 | 3.4 |
| MEAN SCORE | 7.7 | 7.7 | |
| STANDARD DEVIATION | 2 | 2 | |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38143 | 120203 | 91.4 |
| Q61e. The subject content in reflecting industry practice | | | |
| 1. Poor (1) | 324 | 1047 | 0.9 |
| 2. (2) | 331 | 1035 | 0.9 |
| 3. (3) | 544 | 1690 | 1.4 |
| 4. (4) | 1147 | 3564 | 3.0 |
| 5. (5) | 3261 | 9970 | 8.3 |
| 6. (6) | 5477 | 17057 | 14.2 |
| 7. (7) | 5554 | 17521 | 14.6 |
| 8. (8) | 8042 | 25182 | 20.9 |
| 9. (9) | 6839 | 21781 | 18.1 |
| 10. Excellent (10) | 6624 | 21357 | 17.8 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 21505 | 68320 | 56.8 |
| Neither satisfied nor dissatisfied (4 to 7) | 15439 | 48111 | 40.0 |
| Dissatisfied (1 to 3) | 1199 | 3772 | 3.1 |
| Not Applicable | 2083 | 6677 | 5.1 |
| Not Stated | 1434 | 4638 | 3.5 |
| MEAN SCORE | 7.5 | 7.6 | |
| STANDARD DEVIATION | 1.9 | 1.9 | |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38555 | 121626 | 92.5 |
| Q61f. The presentation of training material | | | |
| 1. Poor (1) | 343 | 1040 | 0.9 |
| 2. (2) | 351 | 1071 | 0.9 |
| 3. (3) | 596 | 1818 | 1.5 |
| 4. (4) | 1224 | 3747 | 3.1 |
| 5. (5) | 3442 | 10874 | 8.9 |
| 6. (6) | 5863 | 18519 | 15.2 |
| 7. (7) | 6068 | 18880 | 15.5 |
| 8. (8) | 8112 | 24997 | 20.6 |
| 9. (9) | 6493 | 20793 | 17.1 |
| 10. Excellent (10) | 6063 | 19885 | 16.3 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 20668 | 65676 | 54.0 |
| Neither satisfied nor dissatisfied (4 to 7) | 16597 | 52021 | 42.8 |
| Dissatisfied (1 to 3) | 1290 | 3930 | 3.2 |
| Not Applicable | 1663 | 5221 | 4.0 |
| Not Stated | 1442 | 4671 | 3.6 |
| MEAN SCORE | 7.4 | 7.5 | |
| STANDARD DEVIATION | 1.9 | 1.9 | |

Frequency Counts (continued)

| | | Australia | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 37066 | 118287 | 89.9 |
| Q61g. The quality of the equipment provided for you to practise your skills | | | |
| 1. Poor (1) | 592 | 1799 | 1.5 |
| 2. (2) | 614 | 1844 | 1.6 |
| 3. (3) | 899 | 2795 | 2.4 |
| 4. (4) | 1778 | 5518 | 4.7 |
| 5. (5) | 3772 | 11462 | 9.7 |
| 6. (6) | 5846 | 18197 | 15.4 |
| 7. (7) | 4753 | 15181 | 12.8 |
| 8. (8) | 6646 | 20986 | 17.7 |
| 9. (9) | 5761 | 18973 | 16.0 |
| 10. Excellent (10) | 6405 | 21531 | 18.2 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 18812 | 61490 | 52.0 |
| Neither satisfied nor dissatisfied (4 to 7) | 16149 | 50358 | 42.6 |
| Dissatisfied (1 to 3) | 2105 | 6438 | 5.4 |
| Not Applicable | 3370 | 9274 | 7.1 |
| Not Stated | 1224 | 3958 | 3.0 |
| MEAN SCORE | 7.2 | 7.3 | |
| STANDARD DEVIATION | 2.2 | 2.2 | |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 36788 | 117432 | 89.3 |
| Q61h. Having enough equipment for you to practise your skills | | | |
| 1. Poor (1) | 720 | 2172 | 1.8 |
| 2. (2) | 713 | 2235 | 1.9 |
| 3. (3) | 1040 | 3229 | 2.7 |
| 4. (4) | 2093 | 6469 | 5.5 |
| 5. (5) | 3893 | 12098 | 10.3 |
| 6. (6) | 5566 | 17235 | 14.7 |
| 7. (7) | 4811 | 15590 | 13.3 |
| 8. (8) | 6183 | 19548 | 16.6 |
| 9. (9) | 5540 | 18055 | 15.4 |
| 10. Excellent (10) | 6229 | 20802 | 17.7 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 17952 | 58404 | 49.7 |
| Neither satisfied nor dissatisfied (4 to 7) | 16363 | 51392 | 43.8 |
| Dissatisfied (1 to 3) | 2473 | 7636 | 6.5 |
| Not Applicable | 3534 | 9794 | 7.4 |
| Not Stated | 1338 | 4292 | 3.3 |
| MEAN SCORE | 7.1 | 7.2 | |
| STANDARD DEVIATION | 2.2 | 2.2 | |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 37943 | 118436 | 90.1 |
| Q61i. Access to library and learning resources | | | |
| 1. Poor (1) | 567 | 1728 | 1.5 |
| 2. (2) | 447 | 1286 | 1.1 |
| 3. (3) | 630 | 1958 | 1.7 |
| 4. (4) | 1177 | 3376 | 2.9 |
| 5. (5) | 2708 | 8328 | 7.0 |
| 6. (6) | 4309 | 13487 | 11.4 |
| 7. (7) | 4221 | 13344 | 11.3 |
| 8. (8) | 6638 | 20929 | 17.7 |
| 9. (9) | 7184 | 22575 | 19.1 |
| 10. Excellent (10) | 10062 | 31423 | 26.5 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 23884 | 74927 | 63.3 |
| Neither satisfied nor dissatisfied (4 to 7) | 12415 | 38536 | 32.5 |
| Dissatisfied (1 to 3) | 1644 | 4973 | 4.2 |
| Not Applicable | 2338 | 8508 | 6.5 |
| Not Stated | 1379 | 4574 | 3.5 |
| MEAN SCORE | 7.8 | 7.8 | |
| STANDARD DEVIATION | 2.1 | 2.1 | |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38571 | 122671 | 93.3 |
| Q61j. The convenience of both venue and class times | | | |
| 1. Poor (1) | 541 | 1721 | 1.4 |
| 2. (2) | 395 | 1190 | 1.0 |
| 3. (3) | 583 | 1797 | 1.5 |
| 4. (4) | 1086 | 3302 | 2.7 |
| 5. (5) | 2896 | 9090 | 7.4 |
| 6. (6) | 5158 | 16257 | 13.3 |
| 7. (7) | 4785 | 15293 | 12.5 |
| 8. (8) | 7526 | 24042 | 19.6 |
| 9. (9) | 7002 | 22233 | 18.1 |
| 10. Excellent (10) | 8599 | 27746 | 22.6 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 23127 | 74021 | 60.3 |
| Neither satisfied nor dissatisfied (4 to 7) | 13925 | 43942 | 35.8 |
| Dissatisfied (1 to 3) | 1519 | 4708 | 3.8 |
| Not Applicable | 1924 | 5036 | 3.8 |
| Not Stated | 1165 | 3812 | 2.9 |
| MEAN SCORE | 7.7 | 7.7 | |
| STANDARD DEVIATION | 2 | 2 | |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38182 | 119542 | 90.9 |
| Q61k. The information you received when choosing your training | | | |
| 1. Poor (1) | 616 | 1919 | 1.6 |
| 2. (2) | 548 | 1727 | 1.4 |
| 3. (3) | 866 | 2612 | 2.2 |
| 4. (4) | 1579 | 4889 | 4.1 |
| 5. (5) | 3960 | 12319 | 10.3 |
| 6. (6) | 6113 | 19331 | 16.2 |
| 7. (7) | 5632 | 17787 | 14.9 |
| 8. (8) | 7403 | 23446 | 19.6 |
| 9. (9) | 5673 | 17524 | 14.7 |
| 10. Excellent (10) | 5792 | 17987 | 15.0 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 18868 | 58957 | 49.3 |
| Neither satisfied nor dissatisfied (4 to 7) | 17284 | 54327 | 45.4 |
| Dissatisfied (1 to 3) | 2030 | 6258 | 5.2 |
| Not Applicable | 2023 | 7199 | 5.5 |
| Not Stated | 1455 | 4777 | 3.6 |
| MEAN SCORE | 7.2 | 7.2 | |
| STANDARD DEVIATION | 2.1 | 2.1 | |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38845 | 121511 | 92.4 |
| Q61l. Administration - handling of enquiries, enrolment, fee payment, results | | | |
| 1. Poor (1) | 1257 | 3828 | 3.2 |
| 2. (2) | 925 | 2828 | 2.3 |
| 3. (3) | 1144 | 3497 | 2.9 |
| 4. (4) | 1920 | 5862 | 4.8 |
| 5. (5) | 3965 | 12372 | 10.2 |
| 6. (6) | 5586 | 17603 | 14.5 |
| 7. (7) | 5188 | 16501 | 13.6 |
| 8. (8) | 6755 | 21665 | 17.8 |
| 9. (9) | 5791 | 17944 | 14.8 |
| 10. Excellent (10) | 6314 | 19412 | 16.0 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 18860 | 59020 | 48.6 |
| Neither satisfied nor dissatisfied (4 to 7) | 16659 | 52338 | 43.1 |
| Dissatisfied (1 to 3) | 3326 | 10153 | 8.4 |
| Not Applicable | 1300 | 5150 | 3.9 |
| Not Stated | 1515 | 4857 | 3.7 |
| MEAN SCORE | 7 | 7 | |
| STANDARD DEVIATION | 2.3 | 2.3 | |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 32182 | 100280 | 76.2 |
| Q61m. The information about careers and jobs available to you | | | |
| 1. Poor (1) | 1244 | 4054 | 4.0 |
| 2. (2) | 1012 | 3154 | 3.1 |
| 3. (3) | 1250 | 3964 | 4.0 |
| 4. (4) | 2470 | 7882 | 7.9 |
| 5. (5) | 4220 | 13067 | 13.0 |
| 6. (6) | 5519 | 17215 | 17.2 |
| 7. (7) | 4256 | 13344 | 13.3 |
| 8. (8) | 4993 | 15525 | 15.5 |
| 9. (9) | 3442 | 10545 | 10.5 |
| 10. Excellent (10) | 3776 | 11528 | 11.5 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 12211 | 37598 | 37.5 |
| Neither satisfied nor dissatisfied (4 to 7) | 16465 | 51509 | 51.4 |
| Dissatisfied (1 to 3) | 3506 | 11173 | 11.1 |
| Not Applicable | 7921 | 26135 | 19.9 |
| Not Stated | 1557 | 5103 | 3.9 |
| MEAN SCORE | 6.5 | 6.5 | |
| STANDARD DEVIATION | 2.4 | 2.4 | |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 24418 | 76180 | 57.9 |
| Q61n. Student counselling services | | | |
| 1. Poor (1) | 1244 | 3895 | 5.1 |
| 2. (2) | 730 | 2258 | 3.0 |
| 3. (3) | 908 | 2683 | 3.5 |
| 4. (4) | 1566 | 5021 | 6.6 |
| 5. (5) | 3457 | 10787 | 14.2 |
| 6. (6) | 4096 | 13038 | 17.1 |
| 7. (7) | 3174 | 9960 | 13.1 |
| 8. (8) | 3513 | 10843 | 14.2 |
| 9. (9) | 2556 | 7856 | 10.3 |
| 10. Excellent (10) | 3174 | 9839 | 12.9 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 9243 | 28538 | 37.5 |
| Neither satisfied nor dissatisfied (4 to 7) | 12293 | 38805 | 50.9 |
| Dissatisfied (1 to 3) | 2882 | 8836 | 11.6 |
| Not Applicable | 15395 | 49362 | 37.5 |
| Not Stated | 1847 | 5977 | 4.5 |
| MEAN SCORE | 6.5 | 6.5 | |
| STANDARD DEVIATION | 2.4 | 2.4 | |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 37653 | 117849 | 89.6 |
| Q61o. The usefulness of the training for your job prospects | | | |
| 1. Poor (1) | 480 | 1353 | 1.1 |
| 2. (2) | 394 | 1192 | 1.0 |
| 3. (3) | 554 | 1835 | 1.6 |
| 4. (4) | 992 | 3172 | 2.7 |
| 5. (5) | 2748 | 8311 | 7.1 |
| 6. (6) | 4465 | 13936 | 11.8 |
| 7. (7) | 4858 | 15589 | 13.2 |
| 8. (8) | 7505 | 23710 | 20.1 |
| 9. (9) | 6892 | 21269 | 18.0 |
| 10. Excellent (10) | 8765 | 27481 | 23.3 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 23162 | 72460 | 61.5 |
| Neither satisfied nor dissatisfied (4 to 7) | 13063 | 41009 | 34.8 |
| Dissatisfied (1 to 3) | 1428 | 4380 | 3.7 |
| Not Applicable | 2561 | 8829 | 6.7 |
| Not Stated | 1446 | 4840 | 3.7 |
| MEAN SCORE | 7.7 | 7.7 | |
| STANDARD DEVIATION | 2 | 2 | |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 36660 | 115309 | 87.7 |
| Q61p. The qualification in terms of being well regarded by employers | | | |
| 1. Poor (1) | 512 | 1466 | 1.3 |
| 2. (2) | 464 | 1367 | 1.2 |
| 3. (3) | 620 | 1959 | 1.7 |
| 4. (4) | 1159 | 3590 | 3.1 |
| 5. (5) | 3045 | 9434 | 8.2 |
| 6. (6) | 4911 | 14991 | 13.0 |
| 7. (7) | 4954 | 16006 | 13.9 |
| 8. (8) | 7040 | 22951 | 19.9 |
| 9. (9) | 6427 | 19952 | 17.3 |
| 10. Excellent (10) | 7528 | 23593 | 20.5 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 20995 | 66497 | 57.7 |
| Neither satisfied nor dissatisfied (4 to 7) | 14069 | 44020 | 38.2 |
| Dissatisfied (1 to 3) | 1596 | 4793 | 4.2 |
| Not Applicable | 3427 | 11162 | 8.5 |
| Not Stated | 1573 | 5046 | 3.8 |
| MEAN SCORE | 7.5 | 7.6 | |
| STANDARD DEVIATION | 2.1 | 2 | |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 37193 | 116625 | 88.7 |
| Q61q. The training value for money | | | |
| 1. Poor (1) | 718 | 2082 | 1.8 |
| 2. (2) | 482 | 1399 | 1.2 |
| 3. (3) | 667 | 1855 | 1.6 |
| 4. (4) | 1094 | 3250 | 2.8 |
| 5. (5) | 2980 | 8738 | 7.5 |
| 6. (6) | 4705 | 14594 | 12.5 |
| 7. (7) | 4581 | 13916 | 11.9 |
| 8. (8) | 6609 | 20727 | 17.8 |
| 9. (9) | 6295 | 20068 | 17.2 |
| 10. Excellent (10) | 9062 | 29996 | 25.7 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 21966 | 70792 | 60.7 |
| Neither satisfied nor dissatisfied (4 to 7) | 13360 | 40498 | 34.7 |
| Dissatisfied (1 to 3) | 1867 | 5335 | 4.6 |
| Not Applicable | 2879 | 9821 | 7.5 |
| Not Stated | 1588 | 5072 | 3.9 |
| MEAN SCORE | 7.6 | 7.7 | |
| STANDARD DEVIATION | 2.2 | 2.1 | |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 39628 | 125125 | 95.1 |
| Q61r. The overall quality of the training | | | |
| 1. Poor (1) | 314 | 907 | 0.7 |
| 2. (2) | 286 | 875 | 0.7 |
| 3. (3) | 402 | 1167 | 0.9 |
| 4. (4) | 715 | 2207 | 1.8 |
| 5. (5) | 2190 | 6431 | 5.1 |
| 6. (6) | 4280 | 13286 | 10.6 |
| 7. (7) | 5365 | 16831 | 13.5 |
| 8. (8) | 9216 | 29486 | 23.6 |
| 9. (9) | 8098 | 25723 | 20.6 |
| 10. Excellent (10) | 8762 | 28212 | 22.5 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 26076 | 83420 | 66.7 |
| Neither satisfied nor dissatisfied (4 to 7) | 12550 | 38755 | 31.0 |
| Dissatisfied (1 to 3) | 1002 | 2949 | 2.4 |
| Not Applicable | 633 | 1861 | 1.4 |
| Not Stated | 1399 | 4531 | 3.4 |
| MEAN SCORE | 7.9 | 7.9 | |
| STANDARD DEVIATION | 1.8 | 1.8 | |

Frequency Counts (continued)

| | | Australia | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38922 | 122598 | 93.2 |
| Q62-1. Most important course aspect | | | |
| Your instructors' knowledge of subject content | 12717 | 40992 | 33.4 |
| Your instructors' ability to relate to students | 4688 | 14888 | 12.1 |
| The balance between instruction and practice | 1544 | 5329 | 4.3 |
| Making methods of assessment clear to you | 712 | 2233 | 1.8 |
| The subject content in reflecting industry practice | 4975 | 15733 | 12.8 |
| The presentation of training material | 389 | 1292 | 1.1 |
| The quality of the equipment provided for you to practise your skills | 1061 | 3366 | 2.7 |
| Having enough equipment for you to practise your skills | 525 | 1697 | 1.4 |
| Access to library and learning resources | 199 | 579 | 0.5 |
| The convenience of both venue and class times | 886 | 2489 | 2.0 |
| The information you received when choosing your training | 347 | 1000 | 0.8 |
| Administration - handling of enquiries, enrolment, fee payment, results | 155 | 433 | 0.4 |
| The information about careers and jobs available to you | 623 | 1899 | 1.5 |
| Student counselling services | 84 | 293 | 0.2 |
| The usefulness of the training for your job prospects | 4072 | 12242 | 10.0 |
| The qualification in terms of being well regarded by employers | 1977 | 6097 | 5.0 |
| The training value for money | 368 | 1051 | 0.9 |
| The overall quality of the training | 3600 | 10986 | 9.0 |
| Not Stated | 2738 | 8920 | 6.8 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38786 | 122212 | 92.9 |
| Q62-2. Second most important course aspect | | | |
| Your instructors' knowledge of subject content | 5500 | 17750 | 14.5 |
| Your instructors' ability to relate to students | 7424 | 23820 | 19.5 |
| The balance between instruction and practice | 2547 | 8377 | 6.9 |
| Making methods of assessment clear to you | 1492 | 4799 | 3.9 |
| The subject content in reflecting industry practice | 4388 | 13807 | 11.3 |
| The presentation of training material | 1668 | 5191 | 4.2 |
| The quality of the equipment provided for you to practise your skills | 2445 | 7889 | 6.5 |
| Having enough equipment for you to practise your skills | 1800 | 5880 | 4.8 |
| Access to library and learning resources | 677 | 2052 | 1.7 |
| The convenience of both venue and class times | 1528 | 4617 | 3.8 |
| The information you received when choosing your training | 491 | 1307 | 1.1 |
| Administration - handling of enquiries, enrolment, fee payment, results | 319 | 894 | 0.7 |
| The information about careers and jobs available to you | 751 | 2371 | 1.9 |
| Student counselling services | 225 | 673 | 0.6 |
| The usefulness of the training for your job prospects | 2653 | 8061 | 6.6 |
| The qualification in terms of being well regarded by employers | 2606 | 7536 | 6.2 |
| The training value for money | 723 | 2303 | 1.9 |
| The overall quality of the training | 1549 | 4886 | 4.0 |
| Not Stated | 2874 | 9306 | 7.1 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 38612 | 121683 | 92.5 |
| Q62-3. Third most important course aspect | | | |
| Your instructors' knowledge of subject content | 3370 | 10855 | 8.9 |
| Your instructors' ability to relate to students | 3056 | 9426 | 7.7 |
| The balance between instruction and practice | 4111 | 13809 | 11.3 |
| Making methods of assessment clear to you | 2156 | 7067 | 5.8 |
| The subject content in reflecting industry practice | 3563 | 11069 | 9.1 |
| The presentation of training material | 1276 | 4071 | 3.3 |
| The quality of the equipment provided for you to practise your skills | 2740 | 9098 | 7.5 |
| Having enough equipment for you to practise your skills | 2194 | 7281 | 6.0 |
| Access to library and learning resources | 1304 | 3885 | 3.2 |
| The convenience of both venue and class times | 2813 | 8844 | 7.3 |
| The information you received when choosing your training | 632 | 1963 | 1.6 |
| Administration - handling of enquiries, enrolment, fee payment, results | 556 | 1563 | 1.3 |
| The information about careers and jobs available to you | 1252 | 4023 | 3.3 |
| Student counselling services | 378 | 1183 | 1.0 |
| The usefulness of the training for your job prospects | 2560 | 7688 | 6.3 |
| The qualification in terms of being well regarded by employers | 1866 | 5530 | 4.5 |
| The training value for money | 1690 | 4966 | 4.1 |
| The overall quality of the training | 3095 | 9363 | 7.7 |
| Not Stated | 3048 | 9835 | 7.5 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 39712 | 125457 | 95.4 |
| Q63. Likely to study at the same institution again | | | |
| Yes | 35310 | 111911 | 89.2 |
| No | 4402 | 13547 | 10.8 |
| Not Stated | 1948 | 6061 | 4.6 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 20741 | 63835 | 100 |
| Q64. Suggestions for improvement | | | |
| Made suggestion | 20741 | 63835 | 48.5 |
| No suggestion | 20919 | 67683 | 51.5 |
| Base: Employed at 26 May 2000 | 30732 | 98263 | 100 |
| Valid Responses | 21937 | 68898 | 100 |
| Q66. Employer/business details if employed at 26 May 2000 | | | |
| Details provided | 21937 | 68898 | 70.1 |
| No details provided | 8795 | 29365 | 29.9 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 41660 | 131518 | 100 |
| Field of Study | | | |
| Land and Marine Resources, Animal Husbandry | 1905 | 5419 | 4.1 |
| Architecture, Building | 2013 | 6955 | 5.3 |
| Arts, Humanities and Social Sciences | 2899 | 8547 | 6.5 |
| Business, Administration, Economics | 9082 | 28431 | 21.6 |
| Education | 1714 | 3162 | 2.4 |
| Engineering, Surveying | 5658 | 17853 | 13.6 |
| Health, Community Services | 7067 | 25627 | 19.5 |
| Law, Legal Studies | 230 | 553 | 0.4 |
| Science | 2184 | 8082 | 6.1 |
| Veterinary Science, Animal Care | 263 | 691 | 0.5 |
| Services, Hospitality, Transportation | 5802 | 16601 | 12.6 |
| VET Multi-Field Education | 2843 | 9597 | 7.3 |
| Not Stated | - | - | - |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid responses | 41660 | 131518 | 100 |
| NSW COLLEGES | 11402 | 58908 | 44.8 |
| Hunter Institute of TAFE | 1004 | 6989 | 5.3 |
| Illawarra Institute of TAFE | 1053 | 4712 | 3.6 |
| New England Institute of TAFE | 563 | 1904 | 1.4 |
| North Coast Institute of TAFE | 991 | 4444 | 3.4 |
| Northern Sydney Institute of TAFE | 1012 | 7694 | 5.9 |
| OTEN Institute of TAFE | 607 | 1868 | 1.4 |
| Riverina Institute of TAFE | 1060 | 2183 | 1.7 |
| South Western Sydney Institute of TAFE | 1004 | 6268 | 4.8 |
| Southern Sydney Institute of TAFE | 949 | 6615 | 5.0 |
| Sydney Institute of TAFE | 1028 | 7140 | 5.4 |
| Western Institute of TAFE | 1033 | 2455 | 1.9 |
| Western Sydney Institute of TAFE | 998 | 6636 | 5.0 |
| VICTORIAN COLLEGES | 10151 | 23101 | 17.6 |
| Chisholm Institute of TAFE | 950 | 1846 | 1.4 |
| Bendigo Regional Institute of TAFE | 604 | 979 | 0.7 |
| Box Hill Institute of TAFE | 560 | 1669 | 1.3 |
| Central Gippsland Institute of TAFE | 509 | 796 | 0.6 |
| East Gippsland Institute of TAFE | 98 | 167 | 0.1 |
| Gordon Institute of TAFE | 535 | 825 | 0.6 |
| Goulburn Ovens Institute of TAFE | 562 | 912 | 0.7 |
| Holmesglen Institute of TAFE | 809 | 1586 | 1.2 |
| Institute of Land and Food Resources (TAFE) | 236 | 735 | 0.6 |
| Kangan Batman Institute of TAFE | 562 | 1185 | 0.9 |
| Northern Melbourne Institute of TAFE | 578 | 1349 | 1.0 |
| Royal Melbourne Institute of Technology (TAFE Division) | 843 | 3267 | 2.5 |
| South West Institute of TAFE | 308 | 514 | 0.4 |
| Sunraysia Institute of TAFE | 243 | 384 | 0.3 |
| Swinburne University of Technology (TAFE Division) | 592 | 2166 | 1.6 |
| University of Ballarat (TAFE Division) | 328 | 467 | 0.4 |
| Victoria University (TAFE Division) | 1100 | 2924 | 2.2 |
| William Angliss Institute of TAFE | 258 | 532 | 0.4 |
| Wodonga Institute of TAFE | 476 | 798 | 0.6 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| QUEENSLAND COLLEGES | 8489 | 25597 | 19.5 |
| Barrier Reef Institute of TAFE | 413 | 764 | 0.6 |
| Bremer Institute of TAFE | 653 | 1166 | 0.9 |
| Brisbane Institute of TAFE | 605 | 1084 | 0.8 |
| Central Queensland Institute of TAFE | 935 | 1718 | 1.3 |
| Cooloola Sunshine Institute of TAFE | 757 | 1333 | 1.0 |
| Gold Coast Institute of TAFE | 369 | 735 | 0.6 |
| Logan Institute of TAFE | 332 | 581 | 0.4 |
| Moreton Institute of TAFE | 534 | 965 | 0.7 |
| Mount Isa Institute of TAFE | 51 | 126 | 0.1 |
| North Point Institute of TAFE | 535 | 941 | 0.7 |
| Open Learning Institute of TAFE | 301 | 8648 | 6.6 |
| South Bank Institute of TAFE | 626 | 1933 | 1.5 |
| Southern Queensalnd Institute of TAFE | 861 | 1634 | 1.2 |
| Tropical North Queensland Institute of TAFE | 325 | 759 | 0.6 |
| Wide Bay Institute of TAFE | 672 | 1177 | 0.9 |
| Yeronga Institute of TAFE | 520 | 2033 | 1.5 |
| WESTERN AUSTRALIAN COLLEGES | 5707 | 12701 | 9.7 |
| South East Metropolitan College of TAFE | 990 | 2213 | 1.7 |
| West Coast College of TAFE | 1053 | 2107 | 1.6 |
| Challenger TAFE | 746 | 1653 | 1.3 |
| Central TAFE | 1208 | 3130 | 2.4 |
| Central West College of TAFE | 188 | 397 | 0.3 |
| Great Southern Regional College of TAFE | 304 | 559 | 0.4 |
| Midland College of TAFE | 509 | 984 | 0.7 |
| South West Regional College of TAFE | 352 | 690 | 0.5 |
| Kimberley Regional College of TAFE | 55 | 195 | 0.1 |
| C.Y.O'Connor College of TAFE | 54 | 113 | 0.1 |
| Eastern Pilbara College of TAFE | 37 | 107 | 0.1 |
| West Pilbara College of TAFE | 55 | 202 | 0.2 |
| Curtin University - Kalgoorlie Campus - Vocational Education and Training Centre | 105 | 247 | 0.2 |
| Edith Cowan University - WA Academy of Performing Arts | 51 | 104 | 0.1 |
| SOUTH AUSTRALIAN COLLEGES | 2819 | 5184 | 3.9 |
| Adelaide Institute of TAFE | 413 | 749 | 0.6 |
| Douglas Mawson Institute of TAFE | 643 | 1305 | 1.0 |
| Murray Institute of TAFE | 155 | 294 | 0.2 |
| Onkaparinga Institute of TAFE | 287 | 504 | 0.4 |
| Regency Institute of TAFE | 426 | 824 | 0.6 |
| South East Institute of TAFE | 124 | 226 | 0.2 |
| Spencer Institute of TAFE | 447 | 755 | 0.6 |
| Torrens Valley Institute of TAFE | 324 | 527 | 0.4 |
| TASMANIAN COLLEGES | 1588 | 3182 | 2.4 |
| Tasmanian TAFE Institutes | 1588 | 3182 | 2.4 |
| NORTHERN TERRITORY COLLEGES | 487 | 1060 | 0.8 |
| Centralian College | 115 | 295 | 0.2 |
| Batchelor Institute | 25 | 64 | # |
| Northern Territory University (TAFE Division) | 310 | 595 | 0.5 |
| Northern Territory Rural College | 37 | 106 | 0.1 |
| AUSTRALIAN CAPITAL TERRITORY COLLEGES | 1017 | 1785 | 1.4 |
| Canberra Institute of Technology | 1017 | 1785 | 1.4 |

Frequency Counts (continued)

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 41660 | 131518 | 100 |
| State/territory where study completed | | | |
| New South Wales | 11402 | 58908 | 44.8 |
| Victoria | 10151 | 23101 | 17.6 |
| Queensland | 8489 | 25597 | 19.5 |
| South Australia | 2819 | 5184 | 3.9 |
| Western Australia | 5707 | 12701 | 9.7 |
| Tasmania | 1588 | 3182 | 2.4 |
| Northern Territory | 487 | 1060 | 0.8 |
| Australian Capital Territory | 1017 | 1785 | 1.4 |
| Not Stated | - | - | - |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 11402 | 58908 | 44.8 |
| Mode of study | | | |
| Full-time | 1382 | 7117 | 12.1 |
| Part-time | 10020 | 51791 | 87.9 |
| Not Stated | 30258 | 72610 | 55.2 |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 41660 | 131518 | 100 |
| Course hours | | | |
| Less than 200 hours | 10598 | 37554 | 28.6 |
| 200 to 499 hours | 21382 | 65507 | 49.8 |
| 500 to 999 hours | 8510 | 24427 | 18.6 |
| 1,000 to 1,999 hours | 1133 | 3875 | 2.9 |
| 2,000 or more hours | 37 | 154 | 0.1 |
| Not Stated | - | - | - |
| Base: All graduates | 41660 | 131518 | 100 |
| Valid Responses | 41649 | 131482 | 100 |
| Area of usual residence | | | |
| Capital City | 22729 | 79274 | 60.3 |
| Other | 18920 | 52208 | 39.7 |
| Not Stated | 11 | 36 | # |

## Module Completers

This section contains the frequency counts of module completers for all questions in the survey, at the national level only.

The number of module completers who responded to the survey (n), the population they represent (N), and the percentage giving a particular response (%) are provided. For example, in Q3 in the module completers section 7 922, module completers nationally responded to the survey, representing a population of 200,998 module completers of which 100 276 were male, 100 696 were female and 27 'not stated'. Of valid responses, 57% were female.

# percentage that rounds to zero
- nil

| Potential Module Completers | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: Potential Module Completers | 25468 | 635196 | 100 |
| Valid Responses | 25294 | 630997 | 99.3 |
| Q1. Still enrolled in training | | | |
| Yes | 10298 | 250369 | 39.7 |
| No | 14996 | 380628 | 60.3 |
| Not Stated | 174 | 4199 | 0.7 |
| Base: Potential Module Completers not still enrolled | 14996 | 380628 | 100 |
| Valid Responses | 14989 | 380479 | 100 |
| Q2. Currently enrolled in other training | | | |
| Yes | 2430 | 63704 | 16.7 |
| No | 12559 | 316775 | 83.3 |
| Not Stated | 7 | 149 | # |
| Base: Potential Module Completers not enrolled in any training | 12559 | 316775 | 100 |
| Valid Responses | 12557 | 316732 | 100 |
| Q3. Sex | | | |
| Male | 6079 | 160220 | 50.6 |
| Female | 6478 | 156512 | 49.4 |
| Not Stated | 2 | 43 | # |
| Base: Potential Module Completers not enrolled in any training | 12559 | 316775 | 100 |
| Valid Responses | 12383 | 312298 | 98.6 |
| Q4. Age in Groups at 26 May 2000 | | | |
| 15-19 | 1990 | 57320 | 18.4 |
| 20-24 | 2338 | 58350 | 18.7 |
| 25-29 | 1372 | 35398 | 11.3 |
| 30-34 | 1270 | 30630 | 9.8 |
| 35-39 | 1427 | 34141 | 10.9 |
| 40-44 | 1368 | 35192 | 11.3 |
| 45-49 | 1073 | 24065 | 7.7 |
| 50-54 | 820 | 17664 | 5.7 |
| 55-59 | 415 | 10602 | 3.4 |
| 60-64 | 186 | 5184 | 1.7 |
| 65+ | 124 | 3754 | 1.2 |
| Not Stated | 176 | 4477 | 1.4 |
| MEDIAN AGE (Years) | 31 | 30 | |
| MEAN AGE (Years) | 33 | 33 | |
| STANDARD DEVIATION (Years) | 13 | 13 | |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: Potential Module completers not enrolled in any training | 12559 | 316775 | 100 |
| Valid Responses | 12557 | 316672 | 100 |
| Q5. Qualification received from Training | | | |
| Statement of attainment | 2152 | 58510 | 18.5 |
| Certificate of competency or proficiency | 1609 | 41198 | 13.0 |
| Bachelor's degree or higher | 48 | 1125 | 0.4 |
| Advanced diploma | 349 | 7090 | 2.2 |
| Diploma | 1111 | 25103 | 7.9 |
| Associate diploma | 433 | 10836 | 3.4 |
| Advanced certificate - post trade | 87 | 2701 | 0.9 |
| Advanced certificate - other | 84 | 2481 | 0.8 |
| Certificate - trade | 454 | 11529 | 3.6 |
| Certificate IV | 964 | 24185 | 7.6 |
| Certificate III | 1694 | 39866 | 12.6 |
| Certificate II | 1183 | 28995 | 9.2 |
| Certificate I | 603 | 16982 | 5.4 |
| Other certificate | 689 | 19779 | 6.2 |
| Other Training | 276 | 6866 | 2.2 |
| No statement or certificate | 821 | 19428 | 6.1 |
| Not Stated | 2 | 103 | # |
| Base: Potential Module Completers cert/diploma/degree training | 7699 | 190670 | 100 |
| Valid Responses | 7242 | 179310 | 94.0 |
| Q6. Completed all training to gain qualification | | | |
| Yes | 4178 | 104314 | 58.2 |
| No | 3064 | 74997 | 41.8 |
| Not Stated | 457 | 11360 | 6.0 |
| Base: Potential Module Completers cert/diploma/degree training not completed | 3064 | 74997 | 100 |
| Valid Responses | 2940 | 72420 | 96.6 |
| Q7. Intend to complete training | | | |
| Yes | 1467 | 36948 | 51.0 |
| No | 1473 | 35472 | 49.0 |
| Not Stated | 124 | 2577 | 3.4 |
| Base: Potential Module Completer statement/competency/ other/no statement | 4858 | 126002 | 100 |
| Valid Responses | 4024 | 103819 | 82.4 |
| Q8. When enrolled intended to do more training on completion of this training | | | |
| Yes | 1937 | 51099 | 49.2 |
| No | 2087 | 52720 | 50.8 |
| Not Stated | 834 | 22183 | 17.6 |

| Module Completers | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7921 | 200971 | 100 |
| Q3. Sex | | | |
| Male | 3749 | 100276 | 49.9 |
| Female | 4172 | 100696 | 50.1 |
| Not Stated | 1 | 27 | # |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7820 | 198361 | 98.7 |
| Q4. Age in Groups at 26 May 2000 | | | |
| 15-19 | 1235 | 36324 | 18.3 |
| 20-24 | 1252 | 31886 | 16.1 |
| 25-29 | 849 | 21544 | 10.9 |
| 30-34 | 801 | 18986 | 9.6 |
| 35-39 | 949 | 22522 | 11.4 |
| 40-44 | 905 | 23335 | 11.8 |
| 45-49 | 725 | 16290 | 8.2 |
| 50-54 | 589 | 12674 | 6.4 |
| 55-59 | 291 | 8009 | 4.0 |
| 60-64 | 134 | 3948 | 2.0 |
| 65+ | 90 | 2843 | 1.4 |
| Not Stated | 102 | 2638 | 1.3 |
| MEDIAN AGE (Years) | 33 | 32 | |
| MEAN AGE (Years) | 34 | 34 | |
| STANDARD DEVIATION (Years) | 13 | 13 | |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7922 | 200998 | 100 |
| Q5. Qualification received from Training | | | |
| Statement of attainment | 2152 | 58510 | 29.1 |
| Certificate of competency or proficiency | 1609 | 41198 | 20.5 |
| Bachelor's degree or higher | 22 | 428 | 0.2 |
| Advanced diploma | 206 | 4002 | 2.0 |
| Diploma | 579 | 12473 | 6.2 |
| Associate diploma | 95 | 2177 | 1.1 |
| Advanced certificate - post trade | 31 | 899 | 0.4 |
| Advanced certificate - other | 30 | 886 | 0.4 |
| Certificate - trade | 130 | 4068 | 2.0 |
| Certificate IV | 454 | 11245 | 5.6 |
| Certificate III | 646 | 15441 | 7.7 |
| Certificate II | 429 | 10947 | 5.4 |
| Certificate I | 243 | 6876 | 3.4 |
| Other certificate | 199 | 5553 | 2.8 |
| Other Training | 276 | 6866 | 3.4 |
| No statement or certificate | 821 | 19428 | 9.7 |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7039 | 177031 | 88.1 |
| Q9. Reasons chose not to continue/undertake more TAFE training in 1999 | | | |
| Change jobs or started a new job | 1459 | 37814 | 21.4 |
| I lost my job | 91 | 2522 | 1.4 |
| I got the skills I needed for my job | 1192 | 30202 | 17.1 |
| Other employment reasons | 731 | 17801 | 10.1 |
| I had gained what I wanted from the training I had just completed | 1750 | 43072 | 24.3 |
| I transferred to or started other training | 433 | 10749 | 6.1 |
| The training no longer related to my plans | 660 | 15743 | 8.9 |
| The training was not what I expected | 608 | 14240 | 8.0 |
| The training timetable was not flexible enough for me to attend class times | 516 | 13398 | 7.6 |
| Other training reasons eg changes to training structure | 550 | 13625 | 7.7 |
| I moved from the area | 304 | 7056 | 4.0 |
| Illness prevented me from continuing | 310 | 8789 | 5.0 |
| Family reasons prevented me from continuing | 736 | 18402 | 10.4 |
| Financial reasons prevented my continuing | 660 | 15390 | 8.7 |
| There were too many pressures on my time | 1332 | 33464 | 18.9 |
| Other personal reasons | 515 | 13236 | 7.5 |
| Any other major reason | 514 | 12648 | 7.1 |
| Not Stated | 883 | 23967 | 11.9 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 6505 | 164153 | 81.7 |
| Q10. Main reason chose not to continue/undertake more TAFE training in 1999 | | | |
| Change jobs or started a new job | 770 | 19998 | 12.2 |
| I lost my job | 587 | 14816 | 9.0 |
| I got the skills I needed for my job | 473 | 11921 | 7.3 |
| Other employment reasons | 325 | 8224 | 5.0 |
| I had gained what I wanted from the training I had just completed | 894 | 22588 | 13.8 |
| I transferred to or started other training | 192 | 5282 | 3.2 |
| The training no longer related to my plans | 264 | 6311 | 3.8 |
| The training was not what I expected | 249 | 5841 | 3.6 |
| The training timetable was not flexible enough for me to attend class times | 158 | 3978 | 2.4 |
| Other training reasons eg changes to training structure | 213 | 5282 | 3.2 |
| I moved from the area | 116 | 2527 | 1.5 |
| Illness prevented me from continuing | 157 | 4556 | 2.8 |
| Family reasons prevented me from continuing | 344 | 9139 | 5.6 |
| Financial reasons prevented my continuing | 280 | 6409 | 3.9 |
| There were too many pressures on my time | 632 | 16521 | 10.1 |
| Other personal reasons | 311 | 7447 | 4.5 |
| Any other major reason | 540 | 13312 | 8.1 |
| Not Stated | 1417 | 36845 | 18.3 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7706 | 195259 | 97.1 |
| Q11. Aboriginal or Torres Strait Islander | | | |
| Yes | 265 | 4262 | 2.2 |
| Aboriginal | 235 | 3630 | 1.9 |
| Torres Strait Islander | 18 | 347 | 0.2 |
| Both Aboriginal and Torres Strait Islander | 12 | 285 | 0.1 |
| No | 7441 | 190997 | 97.8 |
| Not Stated | 216 | 5740 | 2.9 |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7808 | 198368 | 98.7 |
| Q12. Country of birth | | | |
| Australia | 6089 | 153300 | 77.3 |
| Other | 1719 | 45068 | 22.7 |
| Main English speaking countries | 696 | 14651 | 7.4 |
| Other countries | 1023 | 30417 | 15.3 |
| Detailed listing | | | |
| Pacific | | | |
| Australia | 6089 | 153300 | 77.3 |
| New Caledonia | 2 | 57 | # |
| New Zealand | 143 | 3599 | 1.8 |
| Papua New Guinea | 24 | 430 | 0.2 |
| Solomon Islands | 7 | 160 | 0.1 |
| Fiji | 25 | 927 | 0.5 |
| Samoa | 2 | 70 | # |
| Vanuatu | - | - | - |
| United Kingdom and Ireland | | | |
| United Kingdom and Ireland | 482 | 9847 | 5 |
| Southern Europe | | | |
| Greece | 5 | 59 | # |
| Italy | 25 | 1067 | 0.5 |
| Malta | 15 | 590 | 0.3 |
| Spain | 5 | 85 | # |
| Former Yugoslavia | 42 | 1218 | 0.6 |
| Other Southern Europe | 23 | 700 | 0.4 |
| Western Europe | | | |
| Austria | 5 | 107 | 0.1 |
| Belgium | 1 | 25 | # |
| France | 6 | 121 | 0.1 |
| Germany | 44 | 1017 | 0.5 |
| Netherlands | 44 | 1085 | 0.5 |
| Switzerland | 9 | 256 | 0.1 |
| Other Western Europe | 2 | 25 | # |
| Northern Europe | | | |
| Denmark | 4 | 66 | # |
| Norway | 1 | 71 | # |
| Sweden | 2 | 104 | 0.1 |
| Other Northern Europe | 6 | 186 | 0.1 |
| Eastern Europe | | | |
| Czech Republic | 7 | 180 | 0.1 |
| Hungary | 3 | 80 | # |
| Poland | 11 | 238 | 0.1 |
| Romania | 2 | 51 | # |
| Slovak Republic | 1 | 60 | # |
| Other Eastern Europe | 8 | 184 | 0.1 |
| Former USSR and Baltic States | | | |
| Former USSR | 12 | 493 | 0.2 |
| Lithuania | - | - | - |
| Other USSR and Baltic States | 2 | 98 | # |

| | Australia | | |
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| | n | N | % |
| Middle East | | | |
| Iran | 7 | 280 | 0.1 |
| Iraq | 4 | 224 | 0.1 |
| Israel | 1 | 32 | # |
| Jordan | - | - | - |
| Lebanon | 19 | 855 | 0.4 |
| Saudi Arabia | - | - | - |
| Turkey | 11 | 386 | 0.2 |
| United Arab Emirates | 1 | 60 | # |
| Other Middle East | 6 | 188 | 0.1 |
| North Africa | | | |
| Egypt | 14 | 708 | 0.4 |
| Libya | - | - | - |
| Morocco | - | - | - |
| Other North Africa | 4 | 73 | # |
| South East Asia | | | |
| Cambodia / Kampuchea | 15 | 461 | 0.2 |
| Indonesia | 25 | 669 | 0.3 |
| Malaysia | 31 | 652 | 0.3 |
| Burma / Myanmar | 13 | 241 | 0.1 |
| Philippines | 97 | 2650 | 1.3 |
| Singapore | 14 | 312 | 0.2 |
| Thailand | 14 | 228 | 0.1 |
| Vietnam | 84 | 3096 | 1.6 |
| Other South East Asia | 12 | 381 | 0.2 |
| North East Asia | | | |
| China | 46 | 1672 | 0.8 |
| Hong Kong | 33 | 952 | 0.5 |
| Japan | 9 | 238 | 0.1 |
| Korea/South Korea | 10 | 203 | 0.1 |
| Macau | - | - | - |
| Taiwan | 14 | 553 | 0.3 |
| Other North East Asia | 4 | 193 | 0.1 |
| Southern Asia | | | |
| India | 51 | 1545 | 0.8 |
| Sri Lanka | 38 | 1048 | 0.5 |
| Other Southern Asia | 5 | 113 | 0.1 |
| North and South America | | | |
| Canada | 13 | 301 | 0.2 |
| USA | 30 | 336 | 0.2 |
| Other North and South America | 48 | 1488 | 0.7 |
| Central America | | | |
| Central America | 2 | 127 | 0.1 |
| Caribbean | | | |
| Caribbean | 2 | 6 | # |
| Africa | | | |
| South Africa | 28 | 569 | 0.3 |
| Other Southern and East Africa | 10 | 180 | 0.1 |
| Other Africa | 19 | 401 | 0.2 |
| Other | | | |
| Other (NFI) | 15 | 394 | 0.2 |
| Not Stated | 114 | 2630 | 1.3 |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7799 | 198010 | 98.5 |
| Q13. Speak a language other than English at home? | | | |
| Yes | 1280 | 37216 | 18.8 |
| No | 6519 | 160794 | 81.2 |
| Not Stated | 123 | 2988 | 1.5 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7779 | 197136 | 98.1 |
| Q14. Whether parents speak a language other than English as their first language | | | |
| Yes, both parents | 1357 | 39050 | 19.8 |
| Yes, one parent | 412 | 9319 | 4.7 |
| No | 6010 | 148768 | 75.5 |
| Not Stated | 143 | 3862 | 1.9 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7785 | 197633 | 98.3 |
| Q13/14. Non-English speaking background | | | |
| Yes | 1984 | 54150 | 27.4 |
| No | 5801 | 143483 | 72.6 |
| Not Stated | 137 | 3365 | 1.7 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7727 | 196164 | 97.6 |
| Q15/16. Disability | | | |
| Any Disability | 529 | 15332 | 7.8 |
| Visual disability (not corrected by glasses) | 61 | 1874 | 1.0 |
| Hearing disability (not corrected by hearing aid) | 51 | 1258 | 0.6 |
| Physical disability | 186 | 5292 | 2.7 |
| Intellectual disability | 61 | 1865 | 1.0 |
| Chronic illness | 82 | 2241 | 1.1 |
| Other disability | 103 | 3305 | 1.7 |
| None | 7198 | 180832 | 92.2 |
| Not Stated | 195 | 4834 | 2.4 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7809 | 198179 | 98.6 |
| Q17. Highest pre-Training secondary schooling | | | |
| Year 12 or equivalent | 3631 | 89497 | 45.2 |
| Year 11 or equivalent | 1172 | 26695 | 13.5 |
| Year 10 or equivalent | 2095 | 56155 | 28.3 |
| Below Year 10 | 544 | 17373 | 8.8 |
| Other | 367 | 8460 | 4.3 |
| Not Stated | 113 | 2819 | 1.4 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7653 | 193444 | 96.2 |
| Q18. Started Training relative to secondary schooling | | | |
| While you were still enrolled at secondary school | 482 | 15511 | 8.0 |
| Withing 12 months of leaving secondary school | 1022 | 27864 | 14.4 |
| More than 12 months after leaving secondary school | 6149 | 150070 | 77.6 |
| Not Stated | 269 | 7554 | 3.8 |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7564 | 191200 | 95.1 |
| Q19. Pre-training educational qualifications since school | | | |
| Bachelor degree or higher | 946 | 21601 | 11.3 |
| Undergraduate diploma (eg TAFE institute, uni) | 320 | 7633 | 4.0 |
| Associate diploma | 419 | 9029 | 4.7 |
| Trade certificate (eg apprenticeship) | 1027 | 25800 | 13.5 |
| Traineeship | 218 | 5214 | 2.7 |
| Technician's certificate | 177 | 4054 | 2.1 |
| Advanced certificate | 269 | 7319 | 3.8 |
| Nursing certificate | 234 | 5189 | 2.7 |
| Other certificate | 1152 | 28151 | 14.7 |
| Certificate of competency or proficiency | 634 | 16282 | 8.5 |
| Statement of attainment | 477 | 13515 | 7.1 |
| Pre-vocational training | 176 | 3745 | 2.0 |
| Secondary school qualification (eg mature age, night school) | 316 | 7402 | 3.9 |
| Other | 561 | 15227 | 8.0 |
| None | 2832 | 73981 | 38.7 |
| Not Stated | 358 | 9798 | 4.9 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7564 | 191200 | 95.1 |
| Q19. Highest pre-Training educational qualifications since school | | | |
| Bachelor degree or higher | 946 | 21601 | 11.3 |
| Undergraduate diploma (eg TAFE institute, uni) | 249 | 5796 | 3.0 |
| Associate diploma | 335 | 7483 | 3.9 |
| Trade certificate (eg apprenticeship) | 908 | 22928 | 12.0 |
| Traineeship | 175 | 3987 | 2.1 |
| Technician's certificate | 73 | 1672 | 0.9 |
| Advanced certificate | 130 | 3452 | 1.8 |
| Nursing certificate | 172 | 3904 | 2.0 |
| Other certificate | 810 | 20628 | 10.8 |
| Certificate of competency or proficiency | 299 | 7991 | 4.2 |
| Statement of attainment | 145 | 4526 | 2.4 |
| Pre-vocational training | 93 | 2265 | 1.2 |
| Secondary school qualification (eg mature age, night school) | 171 | 4257 | 2.2 |
| Other | 226 | 6730 | 3.5 |
| None | 2832 | 73981 | 38.7 |
| Nett | | | |
| Bachelor Degree or higher | 946 | 21601 | 11.3 |
| Other post-school educational qualification | 3615 | 91361 | 47.8 |
| No post-school educational qualification | 3003 | 78238 | 40.9 |
| Not Stated | 358 | 9798 | 4.9 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7731 | 195973 | 97.5 |
| Q20. Study undertaken 6 months before Training | | | |
| Yes, at secondary school | 490 | 13041 | 6.7 |
| Yes, at TAFE institute | 560 | 15759 | 8.0 |
| Yes, at TAFE division of a university | 51 | 690 | 0.4 |
| Yes, at an Adult and Community Education Provider | 67 | 1360 | 0.7 |
| Yes, at a Registered Private Provider | 108 | 2304 | 1.2 |
| Yes, at university | 279 | 6324 | 3.2 |
| Yes, studying elsewhere | 167 | 4160 | 2.1 |
| No | 6009 | 152338 | 77.7 |
| Nett | | | |
| Post-school study | 1232 | 30595 | 15.6 |
| Secondary school | 490 | 13041 | 6.7 |
| None | 6009 | 152338 | 77.7 |
| Not Stated | 191 | 5025 | 2.5 |

| | Australia | | |
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| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7782 | 197735 | 98.4 |
| Q21. Type of job during 6 months before Training | | | |
| Yes, worked for payment or profit | 5471 | 130809 | 66.2 |
| Yes, but on leave from main job | 7 | 194 | 0.1 |
| Yes, unpaid work in a family business | 113 | 2973 | 1.5 |
| Yes, other unpaid work | 105 | 3043 | 1.5 |
| No, did not have a job | 2086 | 60717 | 30.7 |
| Nett | | | |
| Employed | 5591 | 133976 | 67.8 |
| Not Stated | 140 | 3263 | 1.6 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7782 | 197735 | 98.4 |
| Q21/25/27. Labour force status before training | | | |
| Employed | 5591 | 133976 | 67.8 |
| Full-time | 3446 | 81482 | 41.2 |
| Part-time | 1968 | 47840 | 24.2 |
| Total Not Employed | 2191 | 63760 | 32.2 |
| Unemployed | 918 | 26022 | 13.2 |
| Looking for full-time work | 593 | 16669 | 8.4 |
| Looking for part-time work | 325 | 9352 | 4.7 |
| Not in labour force | 1224 | 36170 | 18.3 |
| Not Stated | 140 | 3263 | 1.6 |
| Base: Module Completers with post-school qualifications before training | 4561 | 112962 | 100 |
| Valid Responses | 4516 | 111815 | 99.0 |
| Q21/25/27. Labour force status before training | | | |
| Employed | 3530 | 82983 | 74.2 |
| Full-time | 2430 | 56650 | 50.7 |
| Part-time | 999 | 23609 | 21.1 |
| Total Not Employed | 986 | 28832 | 25.8 |
| Unemployed | 456 | 12990 | 11.6 |
| Looking for full-time work | 313 | 8897 | 8.0 |
| Looking for part-time work | 143 | 4093 | 3.7 |
| Not in labour force | 510 | 15192 | 13.6 |
| Not Stated | 45 | 1147 | 1.0 |
| Base: Module Completers without post-school qualifications before training | 3003 | 78238 | 100 |
| Valid Responses | 2978 | 77777 | 99.4 |
| Q21/25/27. Labour force status before training | | | |
| Employed | 1887 | 46112 | 59.3 |
| Full-time | 926 | 22037 | 28.3 |
| Part-time | 898 | 22323 | 28.7 |
| Total Not Employed | 1091 | 31665 | 40.7 |
| Unemployed | 431 | 12143 | 15.6 |
| Looking for full-time work | 258 | 7183 | 9.2 |
| Looking for part-time work | 173 | 4959 | 6.4 |
| Not in labour force | 646 | 18984 | 24.4 |
| Not Stated | 25 | 461 | 0.6 |

| | Australia | | |
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| | n | N | % |
| Base: Employed during 6 months before training | 5591 | 133976 | 100 |
| Valid Responses | 5516 | 132191 | 98.7 |
| Q22/26. Employment status before Training | | | |
| Employee | 4946 | 117269 | 88.7 |
| Permanent | 3091 | 70158 | 53.1 |
| Casual | 1757 | 44560 | 33.7 |
| Employer | 229 | 5950 | 4.5 |
| Self employed | 341 | 8972 | 6.8 |
| Not Stated | 75 | 1784 | 1.3 |
| Base: Employed during 6 months before training | 5591 | 133976 | 100 |
| Valid Responses | 5516 | 132191 | 98.7 |
| Q22. Basis of employment during 6 months before Training | | | |
| Wage or salary earner | 4847 | 114546 | 86.7 |
| Helper not receiving wages | 99 | 2723 | 2.1 |
| Conducting own business - not employing others | 341 | 8972 | 6.8 |
| Conducting own business - employing others | 229 | 5950 | 4.5 |
| Not Stated | 75 | 1784 | 1.3 |
| Base: Employed during 6 months before training | 5591 | 133976 | 100 |
| Valid Responses | 5447 | 130655 | 97.5 |
| Q23. Occupation during 6 months before Training | | | |
| Summary based on first digit of ASCO code | | | |
| Managers and Administrators | 379 | 8830 | 6.8 |
| Professionals | 809 | 17337 | 13.3 |
| Technicians and Associate Professionals | 541 | 11200 | 8.6 |
| Tradespersons and Related Workers | 899 | 22781 | 17.4 |
| Advanced Clerical and Service Workers | 255 | 5335 | 4.1 |
| Intermediate Clerical, Sales and Service Workers | 1003 | 22967 | 17.6 |
| Intermediate Production and Transport Workers | 267 | 7629 | 5.8 |
| Elementary Clerical, Sales and Service Workers | 669 | 17262 | 13.2 |
| Labourers and Related Workers | 625 | 17316 | 13.3 |
| Not Stated | 144 | 3320 | 2.5 |
| Base: Employed during 6 months before training | 5591 | 133976 | 100 |
| Valid Responses | 5427 | 130088 | 97.1 |
| Q24. Industry of employment during 6 months before Training | | | |
| Summary based on first two digits of ANZSIC code | | | |
| Agriculture, forestry and fishing | 262 | 6829 | 5.2 |
| Mining | 96 | 1973 | 1.5 |
| Manufacturing | 584 | 16800 | 12.9 |
| Electricity, gas and water supply | 56 | 1380 | 1.1 |
| Construction | 361 | 8354 | 6.4 |
| Wholesale trade | 78 | 2371 | 1.8 |
| Retail trade | 966 | 25341 | 19.5 |
| Accommodation, cafes and restaurants | 407 | 10488 | 8.1 |
| Transport and storage | 161 | 4409 | 3.4 |
| Communication services | 88 | 1951 | 1.5 |
| Finance and insurance | 109 | 2610 | 2.0 |
| Property and business services | 445 | 10151 | 7.8 |
| Government administration and defence | 382 | 6084 | 4.7 |
| Education | 444 | 9385 | 7.2 |
| Health and community services | 600 | 13870 | 10.7 |
| Cultural and recreational services | 200 | 3688 | 2.8 |
| Personal and other services | 188 | 4404 | 3.4 |
| Not Stated | 164 | 3888 | 2.9 |

| | Australia | | |
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| | n | N | % |
| Base: Employed during 6 months before training | 5591 | 133976 | 100 |
| Valid Responses | 5414 | 129321 | 96.5 |
| Q25. Hours worked per week during 6 months before Training | | | |
| 1-10 hours/week (5.5) | 475 | 11412 | 8.8 |
| 11-19 hours/week (15) | 538 | 13601 | 10.5 |
| 20-24 hours/week (22) | 453 | 10800 | 8.4 |
| 25-34 hours/week (29.5) | 502 | 12026 | 9.3 |
| 35-37 hours/week (36) | 453 | 10359 | 8.0 |
| 38 hours/week (38) | 737 | 17807 | 13.8 |
| 39 hours/week (39) | 54 | 1321 | 1.0 |
| 40 hours/week (40) | 809 | 19429 | 15.0 |
| 41-49 hours/week (45) | 747 | 16437 | 12.7 |
| 50 hours or more per week (56) | 646 | 16128 | 12.5 |
| Nett | | | |
| Less than 35 hours | 1968 | 47840 | 37.0 |
| 35 hours or more | 3446 | 81482 | 63.0 |
| Not Stated | 177 | 4654 | 3.5 |
| MEAN HOURS | 34 | 34 | |
| STANDARD DEVIATION HOURS | 14 | 14 | |
| Base: Employed during 6 months before training | 5591 | 133976 | 100 |
| Valid Responses | 5426 | 129789 | 96.9 |
| Q26. Entitled to paid sick leave or holiday leave during 6 months before Training | | | |
| Yes, both | 3034 | 68771 | 53.0 |
| Yes, paid sick leave only | 79 | 1973 | 1.5 |
| Yes, paid holiday leave only | 56 | 1304 | 1.0 |
| No | 2257 | 57742 | 44.5 |
| Nett | | | |
| Permanent | 3169 | 72047 | 55.5 |
| Casual | 2257 | 57742 | 44.5 |
| Not Stated | 165 | 4187 | 3.1 |
| Base: Either did not have a job or did other unpaid work during 6 months before training | 2191 | 63760 | 100 |
| Valid Responses | 2142 | 62191 | 97.5 |
| Q27. Actively looked for work during 6 months before Training | | | |
| Yes, I looked for full-time work | 593 | 16669 | 26.8 |
| Yes, I looked for part-time work | 325 | 9352 | 15.0 |
| No | 1224 | 36170 | 58.2 |
| Not Stated | 49 | 1568 | 2.5 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7700 | 195646 | 97.3 |
| Q28. Had to move to do Training | | | |
| Yes | 399 | 9661 | 4.9 |
| No | 7301 | 185985 | 95.1 |
| Not Stated | 222 | 5353 | 2.7 |

| | Australia | | |
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| | n | N | % |
| Base: Moved to do training | 399 | 9661 | 100 |
| Valid Responses | 374 | 9021 | 93.4 |
| Q29. Main reason had to move to do Training | | | |
| Local TAFE institute did not offer this training | 139 | 3142 | 34.8 |
| No TAFE institute in local area | 85 | 1871 | 20.7 |
| Not able to get place at local TAFE institute | 9 | 354 | 3.9 |
| No Registered Private Providers or Adult and Community Education Providers in local area | 2 | 5 | 0.1 |
| Local Registered Private Providers or Adult and Community Education Providers did not offer training | 1 | 21 | 0.2 |
| Training not available through distance learning | 10 | 55 | 0.6 |
| Personal reasons | 78 | 2186 | 24.2 |
| Other | 50 | 1388 | 15.4 |
| Not Stated | 25 | 540 | 6.6 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 5899 | 150274 | 74.8 |
| Q30. Year started training | | | |
| Prior to 1995 | 15 | 523 | 0.3 |
| 1995 | 23 | 453 | 0.3 |
| 1996 | 110 | 2768 | 1.8 |
| 1997 | 263 | 6329 | 4.2 |
| 1998 | 845 | 22123 | 14.7 |
| 1999 | 4643 | 118079 | 78.6 |
| Not Stated | 2023 | 50724 | 25.2 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 5911 | 150135 | 74.7 |
| Q30. Month and year finished training | | | |
| 1998 or earlier | 227 | 6316 | 4.2 |
| Jan-99 | 21 | 552 | 0.4 |
| Feb-99 | 69 | 1683 | 1.1 |
| Mar-99 | 120 | 2669 | 1.8 |
| Apr-99 | 175 | 4435 | 3.0 |
| May-99 | 248 | 5980 | 4.0 |
| Jun-99 | 719 | 17577 | 11.7 |
| Jul-99 | 407 | 11102 | 7.4 |
| Aug-99 | 335 | 8211 | 5.5 |
| Sep-99 | 423 | 11141 | 7.4 |
| Oct-99 | 472 | 11207 | 7.5 |
| Nov-99 | 1009 | 26780 | 17.8 |
| Dec-99 | 1183 | 30615 | 20.4 |
| 2000 | 503 | 11867 | 7.9 |
| Nett | | | |
| First Half of 1999 (Jan to Jun) | 1352 | 32896 | 21.9 |
| Second Half of 1999 (Jul to Dec) | 3829 | 99057 | 66.0 |
| Not Stated | 2011 | 50863 | 25.3 |

| | | Australia | |
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| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 5834 | 148826 | 74.0 |
| Q30. Months elapsed between start and finish of training | | | |
| 1-6 months | 3486 | 89097 | 59.9 |
| 7-12 months | 1327 | 33448 | 22.5 |
| 13-18 months | 352 | 8926 | 6.0 |
| 19-24 months | 280 | 7746 | 5.2 |
| 25-30 months | 139 | 3226 | 2.2 |
| 31-36 months | 133 | 3835 | 2.6 |
| 37-48 months | 89 | 1830 | 1.2 |
| 49-60 months | 18 | 466 | 0.3 |
| 61-73 months | 7 | 165 | 0.1 |
| Over 73 months | 3 | 86 | 0.1 |
| Nett | | | |
| Up to 12 months | 4813 | 122546 | 82.3 |
| Up to 24 months | 5445 | 139218 | 93.5 |
| Up to 36 months | 5717 | 146279 | 98.3 |
| Not Stated | 2088 | 52172 | 26.0 |
| MEDIAN DURATION (Months) | 6 | 6 | |
| MEAN DURATION (Months) | 9 | 9 | |
| STANDARD DEVIATION (Months) | 10 | 9 | |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7621 | 193538 | 96.3 |
| Q31. Hours per week attended class | | | |
| 1-5 hours/week | 2851 | 72561 | 37.5 |
| 6-10 hours/week | 1684 | 42242 | 21.8 |
| 11-15 hours/week | 528 | 12914 | 6.7 |
| 16-20 hours/week | 657 | 16968 | 8.8 |
| More than 20 hours per week | 1004 | 26077 | 13.5 |
| Block release | 283 | 5400 | 2.8 |
| Day release | 179 | 5093 | 2.6 |
| Did not attend formal classes - external study | 435 | 12283 | 6.3 |
| Not Stated | 301 | 7461 | 3.7 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7581 | 192385 | 95.7 |
| Q32. Training delivery | | | |
| In a classroom (with no work placement) | 5005 | 123093 | 64.0 |
| In a classroom (with work placement) | 1986 | 51321 | 26.7 |
| In your workplace | 597 | 15539 | 8.1 |
| Group or individual project work | 1350 | 34349 | 17.9 |
| By correspondence | 385 | 11788 | 6.1 |
| Online learning | 168 | 4347 | 2.3 |
| Other | 291 | 6515 | 3.4 |
| Not Stated | 341 | 8613 | 4.3 |
| Base: Had training in more than one mode | 1824 | 44853 | 100 |
| Valid Responses | 1712 | 42407 | 94.5 |
| Q33. Training delivery (Majority) | | | |
| In a classroom (with no work placement) | 780 | 18566 | 43.8 |
| In a classroom (with work placement) | 353 | 8624 | 20.3 |
| In your workplace | 119 | 3244 | 7.6 |
| Group or individual project work | 249 | 6717 | 15.8 |
| By correspondence | 57 | 1686 | 4.0 |
| Online learning | 31 | 689 | 1.6 |
| Other | 123 | 2881 | 6.8 |
| Not Stated | 112 | 2447 | 5.5 |



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|---|---|---|---|
| | n | N | % |
| Base: Had training in more than one mode | 1824 | 44853 | 100 |
| Valid Responses | 1684 | 41783 | 93.2 |
| Q34. Most satisfying delivery mode | | | |
| In a classroom (with no work placement) | 396 | 9124 | 21.8 |
| In a classroom (with work placement) | 315 | 7779 | 18.6 |
| In your workplace | 162 | 4308 | 10.3 |
| Group or individual project work | 532 | 13353 | 32.0 |
| By correspondence | 38 | 1183 | 2.8 |
| Online learning | 44 | 1259 | 3.0 |
| Other | 113 | 2638 | 6.3 |
| None/Not satisfied | 84 | 2139 | 5.1 |
| Not Stated | 140 | 3070 | 6.8 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7218 | 182908 | 91.0 |
| Q35. Recognition for prior learning towards training completed | | | |
| Any Recognition | 1514 | 37952 | 20.7 |
| Study at a TAFE institution | 698 | 19913 | 10.9 |
| Study at a TAFE division of a university | 66 | 1131 | 0.6 |
| Study at a Registered Private Provider or Adult and Community Education Provider | 93 | 2429 | 1.3 |
| Study at university | 182 | 4580 | 2.5 |
| Assessed skills and experience | 578 | 12639 | 6.9 |
| Study elsewhere | 219 | 4874 | 2.7 |
| No recognition | 5704 | 144957 | 79.3 |
| Nett | | | |
| Study at a TAFE institution or TAFE division of a university | 754 | 20832 | 11.4 |
| Assessed skills and experience | 578 | 12639 | 6.9 |
| Study at university | 182 | 4580 | 2.5 |
| Study elsewhere | 305 | 7161 | 3.9 |
| Not Stated | 704 | 18090 | 9.0 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7151 | 180550 | 89.8 |
| Q36. Sources of income | | | |
| Austudy | 647 | 18371 | 10.2 |
| Abstudy | 75 | 1326 | 0.7 |
| Government pensions or benefits (eg Newstart, Disability pension) | 1010 | 28615 | 15.8 |
| Apprenticeship | 248 | 6136 | 3.4 |
| Traineeship | 103 | 2366 | 1.3 |
| Scholarship/cadetship | 16 | 294 | 0.2 |
| Paid work | 3961 | 92055 | 51.0 |
| Own business | 525 | 14125 | 7.8 |
| Parents or spouse/partner | 1073 | 28888 | 16.0 |
| Other | 356 | 10913 | 6.0 |
| Not Stated | 771 | 20448 | 10.2 |



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| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7762 | 196704 | 97.9 |
| Q37. Main reason for doing Training | | | |
| To get a job (or own business) | 1269 | 32626 | 16.6 |
| To try for a different career | 857 | 20606 | 10.5 |
| To get a better job or promotion | 595 | 14406 | 7.3 |
| It was a requirement of my job | 819 | 20948 | 10.6 |
| I wanted extra skills for my job | 1735 | 40096 | 20.4 |
| To get into other training | 303 | 8470 | 4.3 |
| For interest or personal reasons | 1809 | 48541 | 24.7 |
| Other reasons | 375 | 11011 | 5.6 |
| Nett | | | |
| Vocational reasons | 5275 | 128682 | 65.4 |
| Non-vocational reasons | 2487 | 68022 | 34.6 |
| Not Stated | 160 | 4295 | 2.1 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7730 | 196120 | 97.6 |
| Q38. Achieved main reason | | | |
| Yes | 4062 | 101781 | 51.9 |
| No | 1473 | 37327 | 19.0 |
| Partly | 1410 | 36578 | 18.7 |
| Don't know yet | 785 | 20434 | 10.4 |
| Nett | | | |
| Wholly or partly achieved | 5472 | 138360 | 70.5 |
| Not Stated | 192 | 4878 | 2.4 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7698 | 195483 | 97.3 |
| Q39. Job during training | | | |
| Yes, worked for payment or profit | 5037 | 119701 | 61.2 |
| Yes, but on leave from main job | 100 | 2002 | 1.0 |
| Yes, unpaid work in a family business | 105 | 2959 | 1.5 |
| Yes, other unpaid work | 109 | 3313 | 1.7 |
| No, did not have a job | 2347 | 67508 | 34.5 |
| Nett | | | |
| Employed | 5242 | 124663 | 63.8 |
| Not Stated | 224 | 5515 | 2.7 |
| Base: Employed during training | 5242 | 124663 | 100 |
| Valid Responses | 4692 | 111004 | 89.0 |
| Q40. Employer support | | | |
| Any Support | 2088 | 46822 | 42.2 |
| Paid fees | 1266 | 27706 | 25.0 |
| Paid time off work | 908 | 18482 | 16.7 |
| Unpaid time off work | 280 | 7265 | 6.5 |
| Other support | 259 | 6413 | 5.8 |
| No Support | 2604 | 64181 | 57.8 |
| Not Stated | 550 | 13659 | 11.0 |



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|---|---|---|---|
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| Base: Employed during training | 5242 | 124663 | 100 |
| Valid Responses | 4976 | 118977 | 95.4 |
| Q41. Same employer as before Training | | | |
| Yes | 4098 | 97578 | 82.0 |
| No | 644 | 15792 | 13.3 |
| Was not employed before Training | 234 | 5607 | 4.7 |
| Not Stated | 266 | 5685 | 4.6 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7720 | 195820 | 97.4 |
| Q42. Job as at 26 May 2000 | | | |
| Yes, worked for payment or profit | 5665 | 137353 | 70.1 |
| Yes, but on leave from main job | 16 | 392 | 0.2 |
| Yes, unpaid work in a family business | 49 | 1297 | 0.7 |
| Yes, other unpaid work | 116 | 3408 | 1.7 |
| No, did not have a job | 1874 | 53370 | 27.3 |
| Nett | | | |
| Employed | 5730 | 139042 | 71.0 |
| Not Stated | 202 | 5178 | 2.6 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7720 | 195820 | 97.4 |
| Q42/51/57. Labour force status at 26 May 2000 | | | |
| Employed | 5730 | 139042 | 71.0 |
| Full-time | 3831 | 92257 | 47.1 |
| Part-time | 1782 | 43779 | 22.4 |
| Not Employed | 1990 | 56778 | 29.0 |
| Unemployed | 828 | 23682 | 12.1 |
| Looking for full-time work | 506 | 14109 | 7.2 |
| Looking for part-time work | 322 | 9572 | 4.9 |
| Not in labour force | 1121 | 32219 | 16.5 |
| Not Stated | 202 | 5178 | 2.6 |
| Base: Module Completers with post-school qualifications before training | 4561 | 112962 | 100 |
| Valid Responses | 4485 | 111090 | 98.3 |
| Q42/51/57. Labour force status at 26 May 2000 | | | |
| Employed | 3494 | 82642 | 74.4 |
| Full-time | 2492 | 58360 | 52.5 |
| Part-time | 940 | 22719 | 20.5 |
| Not Employed | 991 | 28448 | 25.6 |
| Unemployed | 423 | 12296 | 11.1 |
| Looking for full-time work | 264 | 7558 | 6.8 |
| Looking for part-time work | 159 | 4738 | 4.3 |
| Not in labour force | 550 | 15760 | 14.2 |
| Not Stated | 76 | 1872 | 1.7 |
| Base: Module Completers without post-school qualifications before training | 3003 | 78238 | 100 |
| Valid Responses | 2952 | 76703 | 98.0 |
| Q42/51/57. Labour force status at 26 May 2000 | | | |
| Employed | 2057 | 51229 | 66.8 |
| Full-time | 1236 | 30748 | 40.1 |
| Part-time | 770 | 19179 | 25.0 |
| Not Employed | 895 | 25473 | 33.2 |
| Unemployed | 375 | 10606 | 13.8 |
| Looking for full-time work | 226 | 6247 | 8.1 |
| Looking for part-time work | 149 | 4359 | 5.7 |
| Not in labour force | 504 | 14538 | 19.0 |
| Not Stated | 51 | 1536 | 2.0 |

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| | n | N | % |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5660 | 136958 | 98.5 |
| Q43/45. Employment status at 26 May 2000 | | | |
| Employee | 5074 | 121658 | 88.8 |
| Permanent | 3503 | 81737 | 59.7 |
| Casual | 1535 | 39097 | 28.5 |
| Employer | 230 | 6121 | 4.5 |
| Self employed | 356 | 9179 | 6.7 |
| Not Stated | 70 | 2083 | 1.5 |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5660 | 136958 | 98.5 |
| Q43. Basis of employment at 26 May 2000 | | | |
| Wage or salary earner | 5030 | 120523 | 88.0 |
| Helper not receiving wages | 44 | 1135 | 0.8 |
| Conducting own business - not employing others | 356 | 9179 | 6.7 |
| Conducting own business - employing others | 230 | 6121 | 4.5 |
| Not Stated | 70 | 2083 | 1.5 |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5661 | 136918 | 98.5 |
| Q44. Same employer at 26 May 2000 as during training | | | |
| Yes | 3555 | 85176 | 62.2 |
| No | 1230 | 27994 | 20.4 |
| Was not employed during Training | 876 | 23749 | 17.3 |
| Nett (base - valid responses for employed before, during and after Training and for same employer during and after Training) | | | |
| Same employer before Training, during Training and at 26 May 2000 | 3008 | 72428 | 70.4 |
| Not Stated | 69 | 2124 | 1.5 |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5625 | 136179 | 97.9 |
| Q45. Entitled to paid sick leave or holiday leave at 26 May 2000 | | | |
| Yes, both | 3488 | 81104 | 59.6 |
| Yes, paid sick leave only | 69 | 1920 | 1.4 |
| Yes, paid holiday leave only | 49 | 1104 | 0.8 |
| No | 2019 | 52050 | 38.2 |
| Nett | | | |
| Permanent | 3606 | 84129 | 61.8 |
| Casual | 2019 | 52050 | 38.2 |
| Not Stated | 105 | 2863 | 2.1 |

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| | n | N | % |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5415 | 131056 | 94.3 |
| Q46. Occupation at 26 May 2000 | | | |
| Summary based on first digit of ASCO code | | | |
| Managers and Administrators | 395 | 9141 | 7.0 |
| Professionals | 826 | 18526 | 14.1 |
| Technicians and Associate Professionals | 542 | 11191 | 8.5 |
| Tradespersons and Related Workers | 880 | 21820 | 16.6 |
| Advanced Clerical and Service Workers | 275 | 5905 | 4.5 |
| Intermediate Clerical, Sales and Service Workers | 1094 | 25500 | 19.5 |
| Intermediate Production and Transport Workers | 272 | 8053 | 6.1 |
| Elementary Clerical, Sales and Service Workers | 635 | 17031 | 13.0 |
| Labourers and Related Workers | 496 | 13889 | 10.6 |
| Nett (base - valid occupation response before Training and at 26 May) | | | |
| Same occupation before Training and at 26 May 2000 | 3608 | 86118 | 78.7 |
| Not Stated | 315 | 7986 | 5.7 |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5342 | 129127 | 92.9 |
| Q47. Industry of employment at 26 May 2000 | | | |
| Summary based on Alpha component of ANZIC code | | | |
| Agriculture, forestry and fishing | 242 | 6129 | 4.7 |
| Mining | 86 | 1661 | 1.3 |
| Manufacturing | 551 | 16073 | 12.4 |
| Electricity, gas and water supply | 61 | 1423 | 1.1 |
| Construction | 372 | 9250 | 7.2 |
| Wholesale trade | 82 | 2625 | 2.0 |
| Retail trade | 831 | 22641 | 17.5 |
| Accommodation, cafes and restaurants | 344 | 8386 | 6.5 |
| Transport and storage | 179 | 4731 | 3.7 |
| Communication services | 102 | 2162 | 1.7 |
| Finance and insurance | 119 | 3305 | 2.6 |
| Property and business services | 554 | 13292 | 10.3 |
| Government administration and defence | 392 | 5883 | 4.6 |
| Education | 443 | 10018 | 7.8 |
| Health and community services | 610 | 13915 | 10.8 |
| Cultural and recreational services | 195 | 3470 | 2.7 |
| Personal and other services | 179 | 4162 | 3.2 |
| Nett (base - valid industry response before Training and at 26 May) | | | |
| Same industry before Training and at 26 May 2000 | 3660 | 87089 | 80.6 |
| Not Stated | 388 | 9915 | 7.1 |

| | Australia | | |
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| | n | N | % |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5572 | 134538 | 96.8 |
| Q48. Sector of business at 26 May 2000 | | | |
| Private | 4131 | 105329 | 78.3 |
| Yes, Commonwealth government | 482 | 6664 | 5.0 |
| Yes, State government | 748 | 17128 | 12.7 |
| Yes, Local government | 211 | 5418 | 4.0 |
| Nett | | | |
| Private | 4131 | 105329 | 78.3 |
| Public | 1441 | 29209 | 21.7 |
| Not Stated | 158 | 4504 | 3.2 |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5485 | 132302 | 95.2 |
| Q49. Employment size of workplace | | | |
| Less than 10 people | 1787 | 45260 | 34.2 |
| 10-19 people | 741 | 17670 | 13.4 |
| 20-99 people | 1316 | 31700 | 24.0 |
| 100 or more people | 1641 | 37671 | 28.5 |
| Not Stated | 245 | 6740 | 4.8 |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5507 | 132855 | 95.6 |
| Q50. Employment size of business in Australia | | | |
| Less than 10 people | 1308 | 34262 | 25.8 |
| 10-19 people | 439 | 10590 | 8.0 |
| 20-99 people | 689 | 17593 | 13.2 |
| 100 or more people | 3071 | 70409 | 53.0 |
| Not Stated | 223 | 6187 | 4.4 |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5613 | 136036 | 97.8 |
| Q51. Hours worked per week at 26 May 2000 | | | |
| 1-10 hours/week | 380 | 9976 | 7.3 |
| 11-19 hours/week | 445 | 11320 | 8.3 |
| 20-24 hours/week | 426 | 9366 | 6.9 |
| 25-34 hours/week | 531 | 13116 | 9.6 |
| 35-37 hours/week | 494 | 10248 | 7.5 |
| 38 hours/week | 851 | 20506 | 15.1 |
| 39 hours/week | 52 | 1502 | 1.1 |
| 40 hours/week | 937 | 24084 | 17.7 |
| 41-49 hours/week | 844 | 19871 | 14.6 |
| 50 hours or more per week | 653 | 16046 | 11.8 |
| Nett | | | |
| Less than 35 hours | 1782 | 43779 | 32.2 |
| 35 hours or more | 3831 | 92257 | 67.8 |
| Not Stated | 117 | 3006 | 2.2 |
| MEAN HOURS | 35 | 35 | |
| STANDARD DEVIATION HOURS | 13 | 14 | |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: Employees at 26 May 2000 | 5074 | 121658 | 100 |
| Valid Responses | 4577 | 108917 | 89.5 |
| Q52. Weekly earnings | | | |
| $1 - $39 | 53 | 1334 | 1.2 |
| $40 - $79 | 109 | 3663 | 3.4 |
| $80 - $119 | 138 | 3674 | 3.4 |
| $120 - $159 | 166 | 4889 | 4.5 |
| $160 - $199 | 154 | 3468 | 3.2 |
| $200 - $299 | 428 | 10717 | 9.8 |
| $300 - $399 | 501 | 13152 | 12.1 |
| $400 - $499 | 574 | 14698 | 13.5 |
| $500 - $599 | 627 | 14525 | 13.3 |
| $600 - $699 | 473 | 10904 | 10.0 |
| $700 - $799 | 373 | 8103 | 7.4 |
| $800 - $999 | 519 | 10157 | 9.3 |
| $1,000 - $1,499 | 386 | 7774 | 7.1 |
| $1,500 or more | 76 | 1861 | 1.7 |
| Not Stated | 497 | 12741 | 10.5 |
| MEAN GROSS WEEKLY EARNINGS ($) | 569 | 538 | |
| STANDARD DEVIATION ($) | 338 | 333 | |
| Base: Employees at 26 May 2000 | 5074 | 121658 | 100 |
| Valid Responses | 4577 | 108917 | 89.5 |
| Q52. Annual earnings | | | |
| $1 - $2,079 | 53 | 1334 | 1.2 |
| $2,080 - $4,159 | 109 | 3663 | 3.4 |
| $4,160 - $6,239 | 138 | 3674 | 3.4 |
| $6,240 - $8,319 | 166 | 4889 | 4.5 |
| $8,320 - $10,399 | 154 | 3468 | 3.2 |
| $10,400 - $15,599 | 428 | 10717 | 9.8 |
| $15,600 - $20,799 | 501 | 13152 | 12.1 |
| $20,800 - $25,999 | 574 | 14698 | 13.5 |
| $26,000 - $31,199 | 627 | 14525 | 13.3 |
| $31,200 - $36,399 | 473 | 10904 | 10.0 |
| $36,400 - $41,599 | 373 | 8103 | 7.4 |
| $41,600 - $51,999 | 519 | 10157 | 9.3 |
| $52,000 - $77,999 | 386 | 7774 | 7.1 |
| $78,000 or more | 76 | 1861 | 1.7 |
| Not Stated | 497 | 12741 | 10.5 |
| MEAN GROSS ANNUAL EARNINGS ($) | 29637 | 27987 | |
| STANDARD DEVIATION ($) | 17553 | 17320 | |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5438 | 131770 | 94.8 |
| Q53. Perceived benefits of completing training | | | |
| Any Benefit | 2294 | 56823 | 43.1 |
| Got a job | 613 | 15930 | 12.1 |
| An increase in earnings | 527 | 13256 | 10.1 |
| A promotion (or increased status at work) | 541 | 12145 | 9.2 |
| Change of job | 475 | 11728 | 8.9 |
| Other | 797 | 18654 | 14.2 |
| None of the above | 3144 | 74947 | 56.9 |
| Not Stated | 292 | 7272 | 5.2 |

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| | n | N | % |
| Base: Employed full-time at 26 May 2000 | 3831 | 92257 | 100 |
| Valid Responses | 3695 | 89084 | 96.6 |
| Q53. Perceived benefits of completing training | | | |
| Any Benefit | 1674 | 41619 | 46.7 |
| Got a job | 399 | 10376 | 11.6 |
| An increase in earnings | 429 | 10897 | 12.2 |
| A promotion (or increased status at work) | 449 | 9732 | 10.9 |
| Change of job | 345 | 8523 | 9.6 |
| Other | 559 | 13064 | 14.7 |
| None of the above | 2021 | 47465 | 53.3 |
| Not Stated | 136 | 3173 | 3.4 |
| Base: Employed part-time at 26 May 2000 | 1782 | 43779 | 100 |
| Valid Responses | 1706 | 41817 | 95.5 |
| Q53. Perceived benefits of completing training | | | |
| Any Benefit | 606 | 14909 | 35.7 |
| Got a job | 211 | 5542 | 13.3 |
| An increase in earnings | 95 | 2320 | 5.5 |
| A promotion (or increased status at work) | 89 | 2319 | 5.5 |
| Change of job | 128 | 3186 | 7.6 |
| Other | 234 | 5457 | 13.0 |
| None of the above | 1100 | 26908 | 64.3 |
| Not Stated | 76 | 1962 | 4.5 |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5460 | 132242 | 95.1 |
| Q54. Time to find job | | | |
| Already had a job | 4326 | 102647 | 77.6 |
| 1-3 months | 815 | 20654 | 15.6 |
| 4-6 months | 193 | 5262 | 4.0 |
| More than 6 months | 126 | 3679 | 2.8 |
| Not Stated | 270 | 6800 | 4.9 |
| Base Employed at 26 May 2000 less those who already had a job | 1404 | 36394 | 100 |
| Valid Responses | 1134 | 29594 | 81.3 |
| 1-3 months | 815 | 20654 | 69.8 |
| 4-6 months | 193 | 5262 | 17.8 |
| More than 6 months | 126 | 3679 | 12.4 |
| Not Stated | 270 | 6800 | 18.7 |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5568 | 134767 | 96.9 |
| Q55. First full time job at 26 May 2000 | | | |
| Yes, it is my first full-time job | 986 | 26406 | 19.6 |
| No, I have worked full-time before | 3560 | 83303 | 61.8 |
| I have never worked full-time | 382 | 10212 | 7.6 |
| Not currently working full-time, but have worked full-time before | 640 | 14847 | 11.0 |
| Nett | | | |
| Yes | 986 | 26406 | 19.6 |
| No | 4582 | 108361 | 80.4 |
| Not Stated | 162 | 4274 | 3.1 |

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| | n | N | % |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Valid Responses | 5591 | 135358 | 97.4 |
| Q56. Relevance of Training to job at 26 May 2000 | | | |
| Highly relevant | 1590 | 38817 | 28.7 |
| Some relevance | 1737 | 40440 | 29.9 |
| Very little relevance | 705 | 16722 | 12.4 |
| Not at all relevant | 1559 | 39380 | 29.1 |
| Nett | | | |
| Highly/somewhat relevant | 3327 | 79257 | 58.6 |
| Very little or no relevance | 2264 | 56101 | 41.4 |
| Not Stated | 139 | 3684 | 2.6 |
| Base: Either do not have job or doing other unpaid work at 26 May 2000 | 1990 | 56778 | 100 |
| Valid Responses | 1949 | 55900 | 98.5 |
| Q57. Actively looking for work at 26 May 2000 | | | |
| Yes, looking for full-time work | 506 | 14109 | 25.2 |
| Yes, looking for part-time work | 322 | 9572 | 17.1 |
| No, not looking for work | 1121 | 32219 | 57.6 |
| Not Stated | 41 | 878 | 1.5 |
| Base: Actively looking for work at 26 May 2000 | 828 | 23682 | 100 |
| Valid Responses | 751 | 21340 | 90.1 |
| Q58. Looking for work at 26 May 2000 in same field as field of study of Training | | | |
| Yes | 324 | 8911 | 41.8 |
| No | 200 | 5725 | 26.8 |
| No preference/don't mind | 227 | 6704 | 31.4 |
| Not Stated | 77 | 2341 | 9.9 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7471 | 188857 | 94.0 |
| Q59a. Your instructors' knowledge of subject content | | | |
| 1. Poor (1) | 42 | 1188 | 0.6 |
| 2. (2) | 36 | 779 | 0.4 |
| 3. (3) | 67 | 1792 | 0.9 |
| 4. (4) | 93 | 2401 | 1.3 |
| 5. (5) | 469 | 11662 | 6.2 |
| 6. (6) | 639 | 14746 | 7.8 |
| 7. (7) | 773 | 18649 | 9.9 |
| 8. (8) | 1601 | 40483 | 21.4 |
| 9. (9) | 1619 | 39974 | 21.2 |
| 10. Excellent (10) | 2132 | 57182 | 30.3 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 5352 | 137639 | 72.9 |
| Neither satisfied nor dissatisfied (4 to 7) | 1974 | 47458 | 25.1 |
| Dissatisfied (1 to 3) | 145 | 3760 | 2.0 |
| Not Applicable | 176 | 5002 | 2.5 |
| Not Stated | 275 | 7139 | 3.6 |
| MEAN SCORE | 8.2 | 8.2 | |
| STANDARD DEVIATION | 1.8 | 1.8 | |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7434 | 188246 | 93.7 |
| Q59b. Your instructors' ability to relate to students | | | |
| 1. Poor (1) | 112 | 3428 | 1.8 |
| 2. (2) | 75 | 1529 | 0.8 |
| 3. (3) | 120 | 2942 | 1.6 |
| 4. (4) | 186 | 4657 | 2.5 |
| 5. (5) | 643 | 15092 | 8.0 |
| 6. (6) | 835 | 19490 | 10.4 |
| 7. (7) | 941 | 22581 | 12.0 |
| 8. (8) | 1501 | 38699 | 20.6 |
| 9. (9) | 1388 | 35994 | 19.1 |
| 10. Excellent (10) | 1633 | 43835 | 23.3 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 4522 | 118527 | 63.0 |
| Neither satisfied nor dissatisfied (4 to 7) | 2605 | 61820 | 32.8 |
| Dissatisfied (1 to 3) | 307 | 7899 | 4.2 |
| Not Applicable | 190 | 5106 | 2.5 |
| Not Stated | 298 | 7647 | 3.8 |
| MEAN SCORE | 7.7 | 7.7 | |
| STANDARD DEVIATION | 2.1 | 2.1 | |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7248 | 183416 | 91.3 |
| Q59c. The balance between instruction and practice | | | |
| 1. Poor (1) | 88 | 2582 | 1.4 |
| 2. (2) | 88 | 2597 | 1.4 |
| 3. (3) | 161 | 4138 | 2.3 |
| 4. (4) | 287 | 6919 | 3.8 |
| 5. (5) | 741 | 16703 | 9.1 |
| 6. (6) | 998 | 24188 | 13.2 |
| 7. (7) | 1008 | 26070 | 14.2 |
| 8. (8) | 1547 | 38152 | 20.8 |
| 9. (9) | 1213 | 31734 | 17.3 |
| 10. Excellent (10) | 1117 | 30334 | 16.5 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 3877 | 100220 | 54.6 |
| Neither satisfied nor dissatisfied (4 to 7) | 3034 | 73879 | 40.3 |
| Dissatisfied (1 to 3) | 337 | 9317 | 5.1 |
| Not Applicable | 344 | 9038 | 4.5 |
| Not Stated | 330 | 8545 | 4.3 |
| MEAN SCORE | 7.3 | 7.4 | |
| STANDARD DEVIATION | 2 | 2.1 | |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7321 | 186062 | 92.6 |
| Q59d. Making methods of assessment clear to you | | | |
| 1. Poor (1) | 97 | 2602 | 1.4 |
| 2. (2) | 99 | 2648 | 1.4 |
| 3. (3) | 147 | 4157 | 2.2 |
| 4. (4) | 249 | 5631 | 3.0 |
| 5. (5) | 654 | 15123 | 8.1 |
| 6. (6) | 830 | 20259 | 10.9 |
| 7. (7) | 973 | 25889 | 13.9 |
| 8. (8) | 1471 | 35181 | 18.9 |
| 9. (9) | 1301 | 34730 | 18.7 |
| 10. Excellent (10) | 1500 | 39841 | 21.4 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 4272 | 109752 | 59.0 |
| Neither satisfied nor dissatisfied (4 to 7) | 2706 | 66903 | 36.0 |
| Dissatisfied (1 to 3) | 343 | 9407 | 5.1 |
| Not Applicable | 262 | 6398 | 3.2 |
| Not Stated | 339 | 8539 | 4.2 |
| MEAN SCORE | 7.5 | 7.6 | |
| STANDARD DEVIATION | 2.1 | 2.1 | |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 6871 | 172753 | 85.9 |
| Q59e. The subject content in reflecting industry practice | | | |
| 1. Poor (1) | 89 | 2390 | 1.4 |
| 2. (2) | 81 | 1885 | 1.1 |
| 3. (3) | 119 | 3197 | 1.9 |
| 4. (4) | 203 | 5135 | 3.0 |
| 5. (5) | 600 | 15114 | 8.7 |
| 6. (6) | 1000 | 24677 | 14.3 |
| 7. (7) | 996 | 24515 | 14.2 |
| 8. (8) | 1522 | 37149 | 21.5 |
| 9. (9) | 1145 | 28911 | 16.7 |
| 10. Excellent (10) | 1116 | 29780 | 17.2 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 3783 | 95840 | 55.5 |
| Neither satisfied nor dissatisfied (4 to 7) | 2799 | 69441 | 40.2 |
| Dissatisfied (1 to 3) | 289 | 7472 | 4.3 |
| Not Applicable | 681 | 18701 | 9.3 |
| Not Stated | 370 | 9545 | 4.7 |
| MEAN SCORE | 7.4 | 7.4 | |
| STANDARD DEVIATION | 2 | 2 | |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7290 | 184093 | 91.6 |
| Q59f. The presentation of training material | | | |
| 1. Poor (1) | 91 | 2326 | 1.3 |
| 2. (2) | 78 | 2039 | 1.1 |
| 3. (3) | 136 | 3966 | 2.2 |
| 4. (4) | 243 | 6007 | 3.3 |
| 5. (5) | 670 | 15845 | 8.6 |
| 6. (6) | 981 | 22944 | 12.5 |
| 7. (7) | 1142 | 28282 | 15.4 |
| 8. (8) | 1525 | 36899 | 20.0 |
| 9. (9) | 1196 | 32244 | 17.5 |
| 10. Excellent (10) | 1228 | 33541 | 18.2 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 3949 | 102683 | 55.8 |
| Neither satisfied nor dissatisfied (4 to 7) | 3036 | 73079 | 39.7 |
| Dissatisfied (1 to 3) | 305 | 8330 | 4.5 |
| Not Applicable | 297 | 8385 | 4.2 |
| Not Stated | 335 | 8521 | 4.2 |
| MEAN SCORE | 7.4 | 7.5 | |
| STANDARD DEVIATION | 2 | 2 | |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 6827 | 173768 | 86.5 |
| Q59g. The quality of the equipment provided for you to practise your skills | | | |
| 1. Poor (1) | 125 | 3158 | 1.8 |
| 2. (2) | 110 | 3024 | 1.7 |
| 3. (3) | 156 | 3644 | 2.1 |
| 4. (4) | 244 | 6109 | 3.5 |
| 5. (5) | 607 | 14509 | 8.3 |
| 6. (6) | 960 | 23704 | 13.6 |
| 7. (7) | 841 | 20778 | 12.0 |
| 8. (8) | 1227 | 31993 | 18.4 |
| 9. (9) | 1188 | 30550 | 17.6 |
| 10. Excellent (10) | 1369 | 36300 | 20.9 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 3784 | 98843 | 56.9 |
| Neither satisfied nor dissatisfied (4 to 7) | 2652 | 65100 | 37.5 |
| Dissatisfied (1 to 3) | 391 | 9825 | 5.7 |
| Not Applicable | 788 | 19258 | 9.6 |
| Not Stated | 307 | 7973 | 4.0 |
| MEAN SCORE | 7.4 | 7.5 | |
| STANDARD DEVIATION | 2.2 | 2.2 | |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 6779 | 172173 | 85.7 |
| Q59h. Having enough equipment for you to practise your skills | | | |
| 1. Poor (1) | 134 | 3314 | 1.9 |
| 2. (2) | 118 | 3215 | 1.9 |
| 3. (3) | 160 | 3681 | 2.1 |
| 4. (4) | 267 | 6430 | 3.7 |
| 5. (5) | 600 | 14431 | 8.4 |
| 6. (6) | 847 | 19844 | 11.5 |
| 7. (7) | 846 | 21364 | 12.4 |
| 8. (8) | 1202 | 31744 | 18.4 |
| 9. (9) | 1183 | 30604 | 17.8 |
| 10. Excellent (10) | 1422 | 37546 | 21.8 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 3807 | 99893 | 58.0 |
| Neither satisfied nor dissatisfied (4 to 7) | 2560 | 62070 | 36.1 |
| Dissatisfied (1 to 3) | 412 | 10210 | 5.9 |
| Not Applicable | 824 | 20210 | 10.1 |
| Not Stated | 319 | 8615 | 4.3 |
| MEAN SCORE | 7.4 | 7.5 | |
| STANDARD DEVIATION | 2.2 | 2.2 | |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 6403 | 161663 | 80.4 |
| Q59i. Access to library and learning resources | | | |
| 1. Poor (1) | 112 | 2472 | 1.5 |
| 2. (2) | 91 | 2234 | 1.4 |
| 3. (3) | 102 | 2838 | 1.8 |
| 4. (4) | 191 | 4216 | 2.6 |
| 5. (5) | 461 | 12355 | 7.6 |
| 6. (6) | 723 | 17421 | 10.8 |
| 7. (7) | 698 | 16637 | 10.3 |
| 8. (8) | 1195 | 30434 | 18.8 |
| 9. (9) | 1151 | 28246 | 17.5 |
| 10. Excellent (10) | 1679 | 44810 | 27.7 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 4025 | 103490 | 64.0 |
| Neither satisfied nor dissatisfied (4 to 7) | 2073 | 50630 | 31.3 |
| Dissatisfied (1 to 3) | 305 | 7543 | 4.7 |
| Not Applicable | 1172 | 29738 | 14.8 |
| Not Stated | 347 | 9597 | 4.8 |
| MEAN SCORE | 7.7 | 7.8 | |
| STANDARD DEVIATION | 2.1 | 2.1 | |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7347 | 185099 | 92.1 |
| Q59j. The convenience of both venue and class times | | | |
| 1. Poor (1) | 127 | 3287 | 1.8 |
| 2. (2) | 106 | 3018 | 1.6 |
| 3. (3) | 135 | 3354 | 1.8 |
| 4. (4) | 245 | 6252 | 3.4 |
| 5. (5) | 630 | 14645 | 7.9 |
| 6. (6) | 922 | 22126 | 12.0 |
| 7. (7) | 941 | 22475 | 12.1 |
| 8. (8) | 1425 | 36866 | 19.9 |
| 9. (9) | 1240 | 31336 | 16.9 |
| 10. Excellent (10) | 1576 | 41741 | 22.6 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 4241 | 109942 | 59.4 |
| Neither satisfied nor dissatisfied (4 to 7) | 2738 | 65498 | 35.4 |
| Dissatisfied (1 to 3) | 368 | 9658 | 5.2 |
| Not Applicable | 303 | 8657 | 4.3 |
| Not Stated | 272 | 7242 | 3.6 |
| MEAN SCORE | 7.5 | 7.6 | |
| STANDARD DEVIATION | 2.1 | 2.2 | |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7089 | 178748 | 88.9 |
| Q59k. The information you received when choosing your training | | | |
| 1. Poor (1) | 171 | 4611 | 2.6 |
| 2. (2) | 123 | 3363 | 1.9 |
| 3. (3) | 178 | 4224 | 2.4 |
| 4. (4) | 312 | 7217 | 4.0 |
| 5. (5) | 782 | 18502 | 10.4 |
| 6. (6) | 1073 | 26392 | 14.8 |
| 7. (7) | 1055 | 25539 | 14.3 |
| 8. (8) | 1396 | 35636 | 19.9 |
| 9. (9) | 952 | 25304 | 14.2 |
| 10. Excellent (10) | 1047 | 27958 | 15.6 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 3395 | 88899 | 49.7 |
| Neither satisfied nor dissatisfied (4 to 7) | 3222 | 77651 | 43.4 |
| Dissatisfied (1 to 3) | 472 | 12198 | 6.8 |
| Not Applicable | 511 | 14053 | 7.0 |
| Not Stated | 322 | 8198 | 4.1 |
| MEAN SCORE | 7.1 | 7.1 | |
| STANDARD DEVIATION | 2.2 | 2.2 | |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7106 | 178842 | 89.0 |
| Q59l. Administration - handling of enquiries, enrolment, fee payment, results | | | |
| 1. Poor (1) | 292 | 5549 | 3.1 |
| 2. (2) | 179 | 3467 | 1.9 |
| 3. (3) | 209 | 5095 | 2.8 |
| 4. (4) | 359 | 7379 | 4.1 |
| 5. (5) | 725 | 16719 | 9.3 |
| 6. (6) | 980 | 23751 | 13.3 |
| 7. (7) | 977 | 24627 | 13.8 |
| 8. (8) | 1234 | 33539 | 18.8 |
| 9. (9) | 1036 | 27234 | 15.2 |
| 10. Excellent (10) | 1115 | 31483 | 17.6 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 3385 | 92256 | 51.6 |
| Neither satisfied nor dissatisfied (4 to 7) | 3041 | 72475 | 40.5 |
| Dissatisfied (1 to 3) | 680 | 14111 | 7.9 |
| Not Applicable | 448 | 12705 | 6.3 |
| Not Stated | 368 | 9451 | 4.7 |
| MEAN SCORE | 7 | 7.2 | |
| STANDARD DEVIATION | 2.4 | 2.3 | |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 5014 | 130820 | 65.1 |
| Q59m. The information about careers and jobs available to you | | | |
| 1. Poor (1) | 274 | 6960 | 5.3 |
| 2. (2) | 166 | 4472 | 3.4 |
| 3. (3) | 268 | 6803 | 5.2 |
| 4. (4) | 339 | 9078 | 6.9 |
| 5. (5) | 724 | 17131 | 13.1 |
| 6. (6) | 803 | 19959 | 15.3 |
| 7. (7) | 662 | 17315 | 13.2 |
| 8. (8) | 793 | 21269 | 16.3 |
| 9. (9) | 454 | 12086 | 9.2 |
| 10. Excellent (10) | 531 | 15748 | 12.0 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 1778 | 49104 | 37.5 |
| Neither satisfied nor dissatisfied (4 to 7) | 2528 | 63483 | 48.5 |
| Dissatisfied (1 to 3) | 708 | 18234 | 13.9 |
| Not Applicable | 2508 | 59383 | 29.5 |
| Not Stated | 400 | 10795 | 5.4 |
| MEAN SCORE | 6.3 | 6.4 | |
| STANDARD DEVIATION | 2.4 | 2.5 | |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 3321 | 89579 | 44.6 |
| Q59n. Student counselling services | | | |
| 1. Poor (1) | 258 | 6755 | 7.5 |
| 2. (2) | 114 | 2938 | 3.3 |
| 3. (3) | 159 | 4072 | 4.5 |
| 4. (4) | 226 | 5992 | 6.7 |
| 5. (5) | 506 | 13847 | 15.5 |
| 6. (6) | 533 | 13277 | 14.8 |
| 7. (7) | 404 | 10851 | 12.1 |
| 8. (8) | 486 | 13043 | 14.6 |
| 9. (9) | 276 | 7780 | 8.7 |
| 10. Excellent (10) | 359 | 11024 | 12.3 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 1121 | 31847 | 35.6 |
| Neither satisfied nor dissatisfied (4 to 7) | 1669 | 43967 | 49.1 |
| Dissatisfied (1 to 3) | 531 | 13765 | 15.4 |
| Not Applicable | 4149 | 99105 | 49.3 |
| Not Stated | 452 | 12314 | 6.1 |
| MEAN SCORE | 6.1 | 6.2 | |
| STANDARD DEVIATION | 2.6 | 2.6 | |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 6404 | 162352 | 80.8 |
| Q59o. The usefulness of the training for your job prospects | | | |
| 1. Poor (1) | 189 | 4257 | 2.6 |
| 2. (2) | 119 | 2723 | 1.7 |
| 3. (3) | 141 | 4096 | 2.5 |
| 4. (4) | 226 | 6545 | 4.0 |
| 5. (5) | 672 | 17065 | 10.5 |
| 6. (6) | 855 | 21497 | 13.2 |
| 7. (7) | 859 | 22158 | 13.6 |
| 8. (8) | 1314 | 31902 | 19.6 |
| 9. (9) | 889 | 21903 | 13.5 |
| 10. Excellent (10) | 1140 | 30205 | 18.6 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 3343 | 84010 | 51.7 |
| Neither satisfied nor dissatisfied (4 to 7) | 2612 | 67265 | 41.4 |
| Dissatisfied (1 to 3) | 449 | 11077 | 6.8 |
| Not Applicable | 1149 | 28970 | 14.4 |
| Not Stated | 369 | 9677 | 4.8 |
| MEAN SCORE | 7.2 | 7.2 | |
| STANDARD DEVIATION | 2.3 | 2.2 | |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 5914 | 150158 | 74.7 |
| Q59p. The qualification in terms of being well regarded by employers | | | |
| 1. Poor (1) | 140 | 3299 | 2.2 |
| 2. (2) | 111 | 2663 | 1.8 |
| 3. (3) | 148 | 4062 | 2.7 |
| 4. (4) | 230 | 6123 | 4.1 |
| 5. (5) | 628 | 16049 | 10.7 |
| 6. (6) | 879 | 23344 | 15.5 |
| 7. (7) | 877 | 21979 | 14.6 |
| 8. (8) | 1207 | 29196 | 19.4 |
| 9. (9) | 778 | 18654 | 12.4 |
| 10. Excellent (10) | 916 | 24790 | 16.5 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 2901 | 72640 | 48.4 |
| Neither satisfied nor dissatisfied (4 to 7) | 2614 | 67495 | 44.9 |
| Dissatisfied (1 to 3) | 399 | 10023 | 6.7 |
| Not Applicable | 1592 | 39992 | 19.9 |
| Not Stated | 416 | 10849 | 5.4 |
| MEAN SCORE | 7.1 | 7.1 | |
| STANDARD DEVIATION | 2.2 | 2.2 | |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 6792 | 169142 | 84.2 |
| Q59q. The training value for money | | | |
| 1. Poor (1) | 203 | 5157 | 3.0 |
| 2. (2) | 142 | 3484 | 2.1 |
| 3. (3) | 167 | 3637 | 2.2 |
| 4. (4) | 246 | 6444 | 3.8 |
| 5. (5) | 595 | 15040 | 8.9 |
| 6. (6) | 827 | 19978 | 11.8 |
| 7. (7) | 869 | 20819 | 12.3 |
| 8. (8) | 1279 | 31453 | 18.6 |
| 9. (9) | 1017 | 25601 | 15.1 |
| 10. Excellent (10) | 1447 | 37530 | 22.2 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 3743 | 94584 | 55.9 |
| Neither satisfied nor dissatisfied (4 to 7) | 2537 | 62281 | 36.8 |
| Dissatisfied (1 to 3) | 512 | 12278 | 7.3 |
| Not Applicable | 755 | 21956 | 10.9 |
| Not Stated | 375 | 9900 | 4.9 |
| MEAN SCORE | 7.3 | 7.4 | |
| STANDARD DEVIATION | 2.3 | 2.3 | |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7519 | 190895 | 95.0 |
| Q59r. The overall quality of the training | | | |
| 1. Poor (1) | 104 | 2500 | 1.3 |
| 2. (2) | 87 | 2627 | 1.4 |
| 3. (3) | 135 | 2782 | 1.5 |
| 4. (4) | 180 | 4365 | 2.3 |
| 5. (5) | 536 | 13384 | 7.0 |
| 6. (6) | 821 | 19649 | 10.3 |
| 7. (7) | 1047 | 25754 | 13.5 |
| 8. (8) | 1692 | 41817 | 21.9 |
| 9. (9) | 1417 | 35692 | 18.7 |
| 10. Excellent (10) | 1500 | 42327 | 22.2 |
| Ratings Summary | | | |
| Satisfied (8 to 10) | 4609 | 119836 | 62.8 |
| Neither satisfied nor dissatisfied (4 to 7) | 2584 | 63151 | 33.1 |
| Dissatisfied (1 to 3) | 326 | 7908 | 4.1 |
| Not Applicable | 95 | 2134 | 1.1 |
| Not Stated | 308 | 7969 | 4.0 |
| MEAN SCORE | 7.7 | 7.7 | |
| STANDARD DEVIATION | 2 | 2 | |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7266 | 183472 | 91.3 |
| Q60-1. Most important Training aspect | | | |
| Your instructors' knowledge of subject content | 2266 | 59799 | 32.6 |
| Your instructors' ability to relate to students | 1062 | 27598 | 15.0 |
| The balance between instruction and practice | 341 | 8063 | 4.4 |
| Making methods of assessment clear to you | 96 | 2880 | 1.6 |
| The subject content in reflecting industry practice | 725 | 16486 | 9.0 |
| The presentation of training material | 128 | 3292 | 1.8 |
| The quality of the equipment provided for you to practise your skills | 226 | 5918 | 3.2 |
| Having enough equipment for you to practise your skills | 110 | 2904 | 1.6 |
| Access to library and learning resources | 44 | 942 | 0.5 |
| The convenience of both venue and class times | 279 | 7140 | 3.9 |
| The information you received when choosing your training | 115 | 3386 | 1.8 |
| Administration - handling of enquiries, enrolment, fee payment, results | 39 | 658 | 0.4 |
| The information about careers and jobs available to you | 88 | 2554 | 1.4 |
| Student counselling services | 26 | 559 | 0.3 |
| The usefulness of the training for your job prospects | 588 | 13963 | 7.6 |
| The qualification in terms of being well regarded by employers | 289 | 6956 | 3.8 |
| The training value for money | 119 | 2939 | 1.6 |
| The overall quality of the training | 725 | 17434 | 9.5 |
| Not Stated | 656 | 17526 | 8.7 |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7211 | 182467 | 90.8 |
| Q60-2. Second most important Training aspect | | | |
| Your instructors' knowledge of subject content | 1120 | 27352 | 15.0 |
| Your instructors' ability to relate to students | 1432 | 37364 | 20.5 |
| The balance between instruction and practice | 449 | 11484 | 6.3 |
| Making methods of assessment clear to you | 279 | 7174 | 3.9 |
| The subject content in reflecting industry practice | 692 | 17649 | 9.7 |
| The presentation of training material | 344 | 7963 | 4.4 |
| The quality of the equipment provided for you to practise your skills | 478 | 13012 | 7.1 |
| Having enough equipment for you to practise your skills | 340 | 8229 | 4.5 |
| Access to library and learning resources | 129 | 3433 | 1.9 |
| The convenience of both venue and class times | 432 | 11493 | 6.3 |
| The information you received when choosing your training | 135 | 3827 | 2.1 |
| Administration - handling of enquiries, enrolment, fee payment, results | 64 | 1704 | 0.9 |
| The information about careers and jobs available to you | 118 | 3357 | 1.8 |
| Student counselling services | 40 | 1304 | 0.7 |
| The usefulness of the training for your job prospects | 354 | 8243 | 4.5 |
| The qualification in terms of being well regarded by employers | 346 | 7841 | 4.3 |
| The training value for money | 189 | 4604 | 2.5 |
| The overall quality of the training | 270 | 6434 | 3.5 |
| Not Stated | 711 | 18532 | 9.2 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7126 | 180338 | 89.7 |
| Q60-3. Third most important Training aspect | | | |
| Your instructors' knowledge of subject content | 608 | 15552 | 8.6 |
| Your instructors' ability to relate to students | 642 | 15651 | 8.7 |
| The balance between instruction and practice | 727 | 18007 | 10.0 |
| Making methods of assessment clear to you | 351 | 10062 | 5.6 |
| The subject content in reflecting industry practice | 540 | 12848 | 7.1 |
| The presentation of training material | 337 | 8775 | 4.9 |
| The quality of the equipment provided for you to practise your skills | 533 | 13222 | 7.3 |
| Having enough equipment for you to practise your skills | 417 | 10909 | 6.0 |
| Access to library and learning resources | 221 | 5170 | 2.9 |
| The convenience of both venue and class times | 662 | 15904 | 8.8 |
| The information you received when choosing your training | 160 | 3606 | 2.0 |
| Administration - handling of enquiries, enrolment, fee payment, results | 112 | 3036 | 1.7 |
| The information about careers and jobs available to you | 163 | 4169 | 2.3 |
| Student counselling services | 59 | 1759 | 1.0 |
| The usefulness of the training for your job prospects | 441 | 11762 | 6.5 |
| The qualification in terms of being well regarded by employers | 273 | 6962 | 3.9 |
| The training value for money | 326 | 8023 | 4.4 |
| The overall quality of the training | 554 | 14920 | 8.3 |
| Not Stated | 796 | 20660 | 10.3 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7539 | 191408 | 95.2 |
| Q61. Likely to study at the same institution again | | | |
| Yes | 6653 | 168455 | 88.0 |
| No | 886 | 22953 | 12.0 |
| Not Stated | 383 | 9591 | 4.8 |
| Q62. Suggestions for improvement | | | |
| Base: All module completers | 7922 | 200998 | 100 |
| Made suggestion | 4099 | 102877 | 51.2 |
| No Suggestion | 3823 | 98122 | 48.8 |

| | Australia | | |
|---|---|---|---|
| | n | N | % |
| Q64. Employer/business details if employed at 26 May 2000 | | | |
| Base: Employed at 26 May 2000 | 5730 | 139042 | 100 |
| Details provided | 4131 | 101177 | 72.8 |
| No details provided | 1599 | 37865 | 27.2 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7922 | 200998 | 100 |
| Field of Study | | | |
| Land and Marine Resources, Animal Husbandry | 490 | 11669 | 5.8 |
| Architecture, Building | 385 | 8598 | 4.3 |
| Arts, Humanities and Social Sciences | 551 | 11382 | 5.7 |
| Business, Administration, Economics | 2010 | 44804 | 22.3 |
| Education | 243 | 4188 | 2.1 |
| Engineering, Surveying | 1164 | 30368 | 15.1 |
| Health, Community Services | 557 | 12524 | 6.2 |
| Law, Legal Studies | 70 | 2355 | 1.2 |
| Science | 481 | 15256 | 7.6 |
| Veterinary Science, Animal Care | 25 | 437 | 0.2 |
| Services, Hospitality, Transportation | 947 | 21109 | 10.5 |
| VET Multi-Field Education | 999 | 38309 | 19.1 |
| Not Stated | - | - | - |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7922 | 200998 | 100 |
| State/territory where study completed | | | |
| New South Wales | 1072 | 74472 | 37.1 |
| Victoria | 959 | 39260 | 19.5 |
| Queensland | 960 | 40189 | 20.0 |
| South Australia | 795 | 16241 | 8.1 |
| Western Australia | 846 | 20952 | 10.4 |
| Tasmania | 937 | 3807 | 1.9 |
| Northern Territory | 1188 | 3016 | 1.5 |
| Australian Capital Territory | 1165 | 3061 | 1.5 |
| Not Stated | - | - | - |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 1072 | 74472 | 37.1 |
| Mode of study | | | |
| Full-time | 71 | 4570 | 6.1 |
| Part-time | 1001 | 69902 | 93.9 |
| Not Stated | 6850 | 126527 | 62.9 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7920 | 200893 | 99.9 |
| Training hours | | | |
| Less than 200 hours | 7845 | 197993 | 98.6 |
| 200 to 499 hours | 74 | 2855 | 1.4 |
| 500 to 999 hours | - | - | - |
| 1,000 to 1,999 hours | 1 | 45 | # |
| 2,000 or more hours | - | - | - |
| Not Stated | 2 | 105 | 0.1 |
| Base: All module completers | 7922 | 200998 | 100 |
| Valid Responses | 7918 | 200947 | 100 |
| Area of usual residence | | | |
| Capital City | 4797 | 107057 | 53.3 |
| Other | 3121 | 93890 | 46.7 |
| Not Stated | 4 | 51 | # |



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# Appendix A: Explanatory notes

## Introduction

This report presents the results from the 2000 national survey of students who undertook vocational education and training (VET) during 1999. The survey collected information about TAFE graduates' and TAFE module completers' general characteristics, field of study and qualifications, employment status, occupation, industry of employment, earnings, future study plans (graduates only) and opinions of the training. This is the second time this survey has been conducted, the first was in 1999, and covers both TAFE graduates and TAFE students who have successfully completed some training and left the TAFE system (module completers).

Previous surveys covering TAFE graduates only were carried out in 1995, 1997 and 1998. The survey instrument, a questionnaire, for TAFE graduates has been almost identical for each of the five surveys, enabling comparisons between much of the data produced. However, the scope of the graduate part of the survey has changed in 2000. For this survey all graduates irrespective of the number of hours of their course were selected, while in previous surveys only those graduates that had undertaken a course of 200 hours or one semester in duration were included. This does cause a break in the series, however comparable information is available in section 3.6 of this publication or by contacting the NCVER.

The survey instrument for TAFE module completers was also a questionnaire, which was very similar to the questionnaire used in the 1999 survey and the one used by graduates. Therefore, where appropriate, comparisons of TAFE graduates and TAFE module completers have been made.

## Scope - Graduates

The survey included a stratified, randomly selected sample of all 1999 TAFE graduates, provided those graduates met the following scope criteria:

- The graduate must have completed the requirements for their course during 1999 at a publicly-funded TAFE institute in Australia. Also included were persons who were awarded a qualification as recognition for prior learning.
- The graduate must have been eligible for any of the following awards:
  - Diploma
  - Associate Diploma
  - Advanced Certificate—Post Trade
  - Advanced Certificate—Other
  - Certificate—Trade
  - Certificate—Other
  - AQF—Bachelor's Degree
  - AQF—Advanced Diploma
  - AQF—Diploma
  - AQF—Certificate IV
  - AQF—Certificate III
  - AQF—Certificate II
  - AQF—Certificate I
- Those persons who undertook recreational or hobby courses (short courses) were excluded from the survey.
- The graduate must have had an Australian address as their usual address.

## Scope – Module completers

The survey included a stratified, randomly selected sample of all 1999 TAFE module completers, provided those module completers met the following scope criteria:

- The module completer must have successfully completed at least one module during 1999 and not be a graduate (as defined above) at a publicly-funded TAFE institute in Australia.
- Those persons who undertook recreational or hobby courses (short courses) were excluded from the survey.
- The module completer must have had an Australian address as their usual address.

## Survey design

The 2000 Student Outcomes Survey was a stratified, randomly selected sample of TAFE graduates and TAFE module completers who satisfied the above scope criteria.

The survey was designed to measure the characteristics of the students and relate these to employment after completion of their training, and in the case of graduates, further study plans. It was also designed to measure the relevance of their training and to determine their satisfaction with the training.

## Survey methodology

The data was collected by way of a self-enumeration questionnaire. Each student, within the scope of the survey, received by mail a questionnaire booklet which included a personalised cover letter on the first page, an information page on the back of the covering letter, together with a reply paid envelope. (Copies of the covering letter, information page and questionnaire are contained in the following appendices). The letter requested that the questionnaire be returned within two weeks. The covering letter generally contained standardised wording, although New South Wales and Victoria made some slight modifications. The state/territory training authority logo or in Victoria's case independent institute logos were included on the letter and each letter was signed by an official representative from that body.

About 10 days after the first mailout a postcard was sent to all students reminding them to return their completed questionnaire. The timing of this postcard mail-out aimed to hasten the return of responses.

All students who had not returned their questionnaire to the consultant after five weeks were sent a reminder by mail. The reminder package consisted of another questionnaire booklet with a reminder letter on the first page, brochure on the back of the letter and a reply paid envelope.

About 10 weeks after the initial mailout of questionnaires a third mail reminder was sent to non responding students. The reminder package consisted of another questionnaire booklet with a reminder letter on the first page, brochure on the back of the letter and a reply paid envelope.

Finally, in order to achieve a response rate of at least 50 per cent for each institute, non-responding graduates and module completers from those institutes with less than a 50 per cent response rate were contacted by telephone and asked if they would participate in the survey by telephone.

Of the graduate questionnaires returned to the consultant 41 660 were fully responding, giving 55.8% response rate. Some of the questionnaires returned were not useable for reasons such as return to sender or students gone overseas. A survey response summary can be found in the paragraph below entitled Survey Response.

The mailing details of the TAFE graduates who completed courses in 1999 were supplied to the consultant by the TAFE authority in each state and territory. They contained the name and address of the graduate, college or institution, field of study, course qualification and course name. Other information about graduates supplied by the TAFE authority such as sex, date of birth, country of birth, telephone number etc. was used for non-response analysis and verification of data.

For TAFE module completers the NCVER selected about 54 000 students who were thought to be module completers as defined in the scope paragraph above. These students were selected from the AVETMISS database stratified by state/territory, institute, sex, and age group. However as this database is unable to identify if a student is continuing or not, a proportion of these students will not be module completers. Instead they will either be current students or graduates. The submission date to the NCVER for each jurisdiction for graduate information is 31 March in the year following the reference year. Therefore some students will graduate between the time they receive the questionnaire and 31st March.

Of the 54 000 records supplied to the various jurisdictions about 50 300 were mailed out. Of these students that received a questionnaire 51.5% responded and 7 922 (31%) were actual module completers.

The files representing the 54 000 students were sent to state/territory representatives who matched individual records based on a unique client identifier and attached the relevant contact details. The mailing details of the TAFE module completers were then supplied to the consultant by the TAFE authority in each state and territory. They contained the name and address of the module completer, college or institution, field of study, course enrolled in and course name. Other information about module completers such as sex, date of birth, country of birth, telephone number etc. was used for non-response analysis and verification of data.

Where a student did not answer a question the response was treated as a non-response for that particular question.

## Reference periods

There were three distinct reference periods for which students were asked to recall information used in the survey:

- The first period was during the six months before starting the training. Students were asked to supply information on their highest level of schooling completed, education qualifications completed since school, whether they were studying and their labour force status.
- The second period was during the training. Students were asked to supply information on their course characteristics, sources of income, reasons for doing the training and their employment status during the final semester of their training.
- For the third period the reference date was 26 May 2000. Students were asked to supply information on labour force status, employment characteristics, future study plans (graduates only), opinions of their training and suggestions for improvement.

## Survey response

Summary details of the response rate achieved and the distribution of responding graduates and module completers by state/territory are shown below.

Survey response summary, Australia 2000

| | Graduates | | Possible module completers (a) | |
|---|---|---|---|---|
| | Number | Per cent | Number | Per cent |
| Total questionnaires dispatched | 75 201 | N/A | 50 255 | N/A |
| Total in-scope survey population | 74 659 | 100.0 | 49 499 | 100.0 |
| Fully responding | 41 660 | 55.8 | 25 468 | 51.5 |
| Return to Sender | 8 920 | 11.9 | 9 329 | 18.8 |
| Refusal | 1 400 | 1.9 | 1 512 | 3.1 |
| Other (b) | 1 075 | 1.4 | 1 542 | 3.1 |
| Not returned or untraceable | 21 604 | 28.9 | 13 085 | 26.4 |
| **Sample distribution by State/territory** | | | | |
| New South Wales | 11 402 | 27.4 | 3 193 | 12.5 |
| Victoria | 10 151 | 24.4 | 3 983 | 15.6 |
| Queensland | 8 489 | 20.4 | 2 790 | 11.0 |
| South Australia | 2 819 | 6.8 | 2 741 | 10.8 |
| Western Australia | 5 707 | 13.7 | 2 695 | 10.6 |
| Tasmania | 1 588 | 3.8 | 2 738 | 10.8 |
| Northern Territory | 487 | 1.2 | 3 407 | 13.4 |
| Australian Capital Territory | 1 017 | 2.4 | 3 921 | 15.4 |
| Total | 41 660 | 100.0 | 25 468 | 100.0 |

(a) Students selected as possible module completers.
(b) Mostly students who were away overseas at the time of the survey.

## Survey data

The 2000 Student Outcomes Survey collected data on the students' personal characteristics, training characteristics, employment characteristics, further study plans (graduates only), opinions of the training and suggestions for improvement. The results presented in this report are a summary of the data. Additional data are available, subject to reliability and confidentiality constraints, for the following data items:

- Personal characteristics of students include age, sex, country of birth, disability, non-English-speaking background, Aboriginal and Torres Strait Islander persons, school qualifications, educational qualifications and whether studying six months before training.
- Training characteristics of students include course name, qualification, field of study, attendance, length of time taken to complete training, sources of income during training, whether the student received recognition for prior learning, the main reason for doing the training and relevance of training to their job.
- Employment characteristics of students include labour force status, whether employed full-time or part-time, whether a casual or permanent employee, occupation, industry of employer, employer support during the training, earnings, size of workplace, size of business throughout Australia, sector of employer, length of time taken to find a job after training and whether the job is their first full-time job.
- Further study plans of graduates include course qualification, attendance, type of institution, main reason for further study and whether the study is in a similar field to job at 26 May 2000 and/or course completed in 1999.

- Students' satisfaction ratings with various aspects of the training.
- Reasons why module completers did not continue to study.

Students were asked to recall what they were doing before their TAFE training. As the TAFE training may have taken three or more years to complete, only a limited number of questions were asked in this section in order to minimise recall problems.

The students were not asked to identify whether their training was full-time or part-time. Instead, they were asked to give the hours they usually attended classes. TAFE systems throughout Australia have varying guidelines for full-time and part-time study and students also have different perceptions as to what constitutes full-time or part-time attendance.

Permanent and casual employment status was determined by whether the graduate indicated they received paid holiday and/or sick leave. It was found in the field testing of the questionnaire that students could not always identify whether they were a permanent or casual employee.

Students were asked how much they usually earned before tax or other deductions. They were provided with a list of income ranges from which to choose where their income would best fit over a week or a year. The question on earnings was designed to be flexible enough to collect information that could be converted into average weekly earnings.

## Reliability of estimates

Two types of error are possible in an estimate based on a survey: sampling error and non-sampling error.

Non-sampling error may occur for reasons such as non-response bias, incorrect responses, interviewer errors, attrition and processing errors.

Sampling error is a measure of the variability that occurs because a sample, rather than the entire population, responds to a survey. Since the estimates in this report are based on information provided by a sample then such estimates are subject to sampling variability; that is, they may differ from the estimates that would have been produced if all graduates or module completers had been included and responded to the survey. One measure of the likely difference is given by the standard error. There are about nineteen chances in twenty (or 95%) that the difference will be less than 2 standard errors.

Standard errors enable us to calculate confidence intervals, or significance levels, for the estimates.

Significance levels in this context are defined as twice the standard error, which corresponds to a 95% confidence interval for the results. That is, if the survey were to be repeated there is a 95% chance that the new results obtained would be within the interval reported, plus or minus its significance level.

Significance levels are provided in the table below. In this table the Simple Random Sample formula for the calculation of variances has been used and the standard error is the square root of the variance. Note that the significance limits relate to the sample size (that is, the number of actual respondents) on which an estimated proportion is based.

As an example of how to use the table, assume that the estimate of interest is the proportion of module completers who were employed at 26 May 2000. This proportion is 71.0% and is based on a sample of 7 922 respondents (who in turn represent 200 998 module completers). In the table below, go to the nearest estimated proportion as identified across the top of the table (that is, 70%) and move down this column until you get to the closest sample size on which proportion is based (8 000), which then gives a significance level of 1.0. Therefore a 95% confidence interval is plus or minus 1.0 percentage points; that is, the true estimate for employed module completers actually lies between 70.0% and 72.0%.

This table can be used for estimates for both graduates and module completers.

Estimates of standard errors for survey percentages at the 95% confidence limit

| | Estimated proportion | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sample size | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% |
| 100 | 6.0 | 8.0 | 9.2 | 9.8 | 10.0 | 9.8 | 9.2 | 8.0 | 6.0 |
| 200 | 4.2 | 5.7 | 6.5 | 6.9 | 7.1 | 6.9 | 6.5 | 5.7 | 4.2 |
| 300 | 3.5 | 4.6 | 5.3 | 5.7 | 5.8 | 5.7 | 5.3 | 4.6 | 3.5 |
| 400 | 3.0 | 4.0 | 4.6 | 4.9 | 5.0 | 4.9 | 4.6 | 4.0 | 3.0 |
| 500 | 2.7 | 3.6 | 4.1 | 4.4 | 4.5 | 4.4 | 4.1 | 3.6 | 2.7 |
| 600 | 2.4 | 3.3 | 3.7 | 4.0 | 4.1 | 4.0 | 3.7 | 3.3 | 2.4 |
| 700 | 2.3 | 3.0 | 3.5 | 3.7 | 3.8 | 3.7 | 3.5 | 3.0 | 2.3 |
| 800 | 2.1 | 2.8 | 3.2 | 3.5 | 3.5 | 3.5 | 3.2 | 2.8 | 2.1 |
| 900 | 2.0 | 2.7 | 3.1 | 3.3 | 3.3 | 3.3 | 3.1 | 2.7 | 2.0 |
| 1 000 | 1.9 | 2.5 | 2.9 | 3.1 | 3.2 | 3.1 | 2.9 | 2.5 | 1.9 |
| 1 100 | 1.8 | 2.4 | 2.8 | 3.0 | 3.0 | 3.0 | 2.8 | 2.4 | 1.8 |
| 1 200 | 1.7 | 2.3 | 2.6 | 2.8 | 2.9 | 2.8 | 2.6 | 2.3 | 1.7 |
| 1 600 | 1.5 | 2.0 | 2.3 | 2.4 | 2.5 | 2.4 | 2.3 | 2.0 | 1.5 |
| 3 000 | 1.1 | 1.5 | 1.7 | 1.8 | 1.8 | 1.8 | 1.7 | 1.5 | 1.1 |
| 4 000 | 0.9 | 1.3 | 1.4 | 1.5 | 1.6 | 1.5 | 1.4 | 1.3 | 0.9 |
| 6 000 | 0.8 | 1.0 | 1.2 | 1.3 | 1.3 | 1.3 | 1.2 | 1.0 | 0.8 |
| 8 000 | 0.7 | 0.9 | 1.0 | 1.1 | 1.1 | 1.1 | 1.0 | 0.9 | 0.7 |
| 10 000 | 0.6 | 0.8 | 0.9 | 1.0 | 1.0 | 1.0 | 0.9 | 0.8 | 0.6 |
| 11 000 | 0.6 | 0.8 | 0.9 | 0.9 | 1.0 | 0.9 | 0.9 | 0.8 | 0.6 |
| 12 000 | 0.5 | 0.7 | 0.8 | 0.9 | 0.9 | 0.9 | 0.8 | 0.7 | 0.5 |
| 42 000 | 0.3 | 0.4 | 0.4 | 0.5 | 0.5 | 0.5 | 0.4 | 0.4 | 0.3 |

## Privacy

All students were assured of complete confidentiality. No information has or will be released in a way that will enable the identification of any individual. Name and address details of the students have been used only by the consultant during the process of questionnaire mail out and return, and have not and will not be given to any other persons, organisations or departments. All names and address details were removed from mailing list files by the consultant at the end of the survey.

# Appendix B: Glossary

| | |
|---|---|
| Aboriginal and Torres Strait Islanders | Persons who identify themselves as being either of Aboriginal or Torres Strait Islander origin. |
| Adult and community education (ACE) | The adult and community education sector provides locally accessible and community-based educational opportunities for adults, especially for people who may have difficulty participating in more formal education programs. ACE programs are provided by TAFE and higher education institutions, schools, neighbourhood centres, community education centres, adult education providers and SkillShare centres. |
| Age | Age in years at the survey reference date, 26 May 2000. |
| Area of usual residence | Last known mailing address for each TAFE student, classified according to whether the student lived in a 'Capital city' or 'Other'. This was based on the postcode of the mailing address that was initially supplied by TAFE authorities. |
| Average weekly earnings | Estimates of average weekly earnings were derived by dividing estimates of total weekly earnings (before tax or other deductions are taken out) by the number of employees. |
| AVETMISS | The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) offers a nationally consistent standard for the collection and analysis of vocational education and training information throughout Australia. AVETMISS Release 3.0 September 1998 is the source of the classifications used in this report for disability, field of study and qualification. |
| Award | See Qualification. |
| Casual employee | An employee who is not entitled to either paid holiday or paid sick leave. |
| Completed course | For this report, completed course refers to the course included in the sample of graduates, which the graduate finished in 1999. |
| Country of birth | A classification identifying a country that may be nominated as the birthplace of an individual. |
| Disabilities | A person was classified as having a disability, if they reported one or more of the following:<br>• visual disability (not corrected by glasses)<br>• hearing disability (not corrected by a hearing aid)<br>• physical disability<br>• intellectual disability<br>• chronic illness<br>• other disability<br>This classification system is found in AVETMISS, Section 3, Release 3.0, September 1998. |
| Employed full-time | A person was employed full-time if they usually worked 35 hours or more a week in their main job during the reference period(s). |

| | |
|---|---|
| Employed part-time | A person was employed part-time if they usually worked less than 35 hours a week in their main job during the reference period(s). |
| Employed persons | Persons who, during the reference period(s):<br>• worked for one hour or more for pay, profit, commission or payment in-kind in a job or business or on a farm (including employees, employers and self-employed persons), or<br>• worked for one hour or more without pay in a family business or on a farm (i.e. unpaid family helpers), or<br>• who had a job, business or farm, but were not at work.<br>Note: For the six months before, and during final semester of training reference periods, students were only asked to report employment which lasted two weeks or more. |
| Employee | An employed person who, during the reference period(s), worked for an employer for wages or salary. |
| Employer | In the status in employment data items, employer means an employed person who, during the reference periods worked in their own business with one or more employees. |
| Employer/business | Refers to an organisation, which engages employees. |
| Employer support | Support given by an employer to the employee in the form of paid fees, paid time off work, unpaid time off work and/or other support. |
| Employment size of business in Australia | An estimate of the number of staff employed by an employer of business throughout Australia. |
| Employment size of workplace | An estimate of the number of staff employed at the workplace address of the employer or business. |
| Equity groups | The questionnaire measured the following equity groups:<br>• women<br>• people from a non-English-speaking background<br>• people with disabilities<br>• Aboriginal and Torres Strait Islanders<br>• the unemployed<br>• people in rural areas. |
| Estimation procedure | Estimates for graduates and module completers were calculated by the use of a ratio estimation procedure, which ensures that the survey estimates conform to independently estimated distributions (benchmarks) of the actual population by institute (therefore state/territory), sex, age and field of study rather than to the institute, sex, age and field of study distributions within the responding population.<br>The ratio estimation procedure improves the overall quality of the results by reducing sampling error and non-response bias. |
| Field of study | A classification that is used to describe a course based on the intended major vocational outcome and content. Courses are classified according to a hierarchical structure as found in AVETMISS, section 5, release 3.0 September 1998. |

| | |
|---|---|
| Fully responding | A survey return was considered fully responding if a student answered enough questions to make the information they provided useable. |
| Graduate | For this report, a graduate is a student who satisfactorily completed a course of study at TAFE in Australia in 1999. Students participating in recreational, leisure or self-enrichment courses and students who did not have an Australian address were excluded from the survey. |
| Industry | Employers are assigned to an industry according to their main economic activity (i.e. the main kinds of goods produced or services provided). Industries are classified in a hierarchical classification system according to the Australian and New Zealand Standard Industrial Classification (ANZSIC), 1993 (ABS Cat. No 1292.0). |
| Labour force status | Persons who, during the reference periods, were employed, unemployed, or not in the labour force, as defined. |
| Looking for work | Students were asked if they were actively looking for work according to the following criteria:<br>• being registered with Centrelink<br>• writing, telephoning or applying in person to an employer for work or<br>• advertising for work |
| Main English-speaking countries | The main countries form which Australia receives, or has received, significant numbers of overseas settlers who are likely to speak English are: United Kingdom, Ireland, Canada, South Africa, United States of America and New Zealand. |
| Main job | The job in which the student usually worked the most hours during the reference period(s). |
| Module completer | For this report, a module completer is a student who is not a graduate and successfully completed some training in a course of study at a TAFE institute in Australia in 1999 and then left the TAFE system. Students participating in recreational, leisure or self-enrichment courses, and students who did not have an Australian address were excluded from the survey. |
| Non-English-speaking background | A person was classified as having a non-English-speaking background if they answered yes to either:<br>Do you speak a language other than English in your home? or Do either of your parents speak a language other than English as their first language? |
| Non-response bias | Non-response occurs when people cannot or will not co-operate, or cannot be contacted. Non-response can affect the reliability of results and can introduce bias. The magnitude of any bias depends upon the size of non-response and the extent of the difference between non-respondents' characteristics and those that did respond. |
| Non-sampling error | Non-sampling errors (as distinct from sampling errors, see below) may occur because of non-response bias, incorrect responses, interviewer errors, attrition and processing errors. |
| Not in the labour force | Persons who were not in the categories 'Employed' or 'Unemployed', as defined. |

| | |
|---|---|
| Not stated | Where particular questions have not been answered, but a questionnaire would otherwise be useable, a code has been allocated to indicate that a response was not given for that particular question. This is also known as question non-response. |
| Occupation | Students were assigned to an occupation based on the main tasks or duties they performed in their main job. Occupation is classified and defined according to the hierarchical classification system, Australian Standard Classification of Occupation (ASCO)—second edition (ABS Cat. No 1220.0). The structure of ASCO is based on kind of work defined in terms of skill level and skill specialisation. |
| Opinions of course/training | Students were asked, at Q61 for graduates and at Q59 for module completers, to rate 18 aspects of their course/training on a scale of 1 to 10 where 1 or 2 was poor and 9 or 10 was excellent. The responses 'not applicable', 'don't know', or 'no response' were considered to be missing values. The ratings were then grouped into three broad categories: satisfied (which included ratings 8 to 10), neither satisfied nor dissatisfied (4 to 7) and dissatisfied (1 to 3). |
| Permanent employee (with main employer) | An employee who is entitled to either paid holiday or paid sick leave in their main job. |
| Post-school education qualifications | Qualifications which have been attained since leaving school, excluding study done at secondary school and qualifications which take less than one semester to complete. |
| Qualification | Educational attainment for which an award is conferred upon successful completion, as found in AVETMISS, Section 3, Release 3.0 September 1998.<br>The qualification category classifications included in this survey are:<br>• Diploma (value 10)<br>• Associate Diploma (20)<br>• Advanced Certificate—Post Trade (31)<br>• Advanced Certificate—Other (32)<br>• Certificate—Trade (41)<br>• Certificate—Other (42)<br>• AQF - Bachelor's Degree (88)<br>• AQF—Advanced Diploma (87)<br>• AQF—Diploma (86)<br>• AQF—Certificate IV (85)<br>• AQF—Certificate III (84)<br>• AQF—Certificate II (83)<br>• AQF—Certificate I (82) |
| Reason for doing training | Students reported their main reason for doing the training, selecting options from a list, according to their own perception. |
| Recognition for prior learning | A person was classified as having received recognition for prior learning if they answered yes to any of the following: |

- for study at TAFE
- for study at university
- for study at TAFE division of a university
- for study at a registered Private Provider or Adult and Community Education Provider
- for assessed skills and experience
- for study elsewhere

Reference periods

Students were asked to respond to questions regarding labour force status for three reference periods:

- before the training: during the six months before starting the training
- during the training: during the final semester of the training
- current situation: at 26 May 2000

Response - other

A special code was allocated to questionnaires, which were returned but could not be processed. Examples of these are:

- students who had gone overseas
- training completed prior to 1999
- students still doing training (i.e. not completed in 1999)
- refusals

Response rate

The total number of questionnaires received, expressed as a percentage of the total number of in scope selections. Out of scope selections comprise students who said they had not completed their training yet or who had completed their training before 1999.

Sampling error

Estimates calculated from the Student Outcomes Survey are based on information collected from a sample. As a result they are subject to sampling error. Sampling error is a measure of the variability that occurs by chance because a sample, rather than the entire population did respond.

The most commonly used measure of sampling error is the standard error. For a definition of a standard error see below.

Satisfaction with training

See 'Opinions of course/training'.

School leaver

A student who, at Q12 for graduates and Q20 for module completers, responded 'Yes at secondary school'.

Sector of business

Public sector includes all local government authorities and government departments, agencies and authorities created by, or reporting to, the Commonwealth or State parliaments. All remaining employers were classified to the private sector.

Self employed

An employed person who, during the reference period(s), worked in their own business.

Staff

Persons working for a business or organisation including employers; employees, self-employed, partners, persons employed under contract and volunteers.

| | |
|---|---|
| Standard error | A measure of the extent to which an estimate may vary by chance because only a sample, rather than the entire population, was surveyed. There are about two chances in three that a sample estimate will differ by less than one standard error from the estimate that would have been obtained if all persons had been included, and about nineteen chances in twenty that the difference will be less than two standard errors. |
| Status in employment | Employed persons classified by whether they were employees, employers or self employed. |
| TAFE | Technical and further education institutions. |
| Unemployed persons | Persons who were not employed during the reference period(s) and who had actively looked for full-time or part-time work at any time during that time. |
| VET multifield education | A category within field of study. Multifield education includes courses for English as a second language, functional literacy and numeracy, pre-vocational/pre-employment courses and general skills development. |
| Vocational reasons | At Q30 for graduates and Q37 for module completers, respondents gave their main reason for doing the training as:<br>• To get a job (or own business)<br>• To try for a different career<br>• To get a better job or promotion<br>• It was a requirement of my job<br>• I wanted extra skills for my job |

# Appendix C: Information page

# 2000 Student Outcomes

*Answers to commonly asked questions*

## What is the 2000 Student Outcomes Survey (SOS)?

The 2000 SOS is a survey of students who successfully completed some vocational training at a TAFE Institute, Adult and Community Education Provider or at a Registered Private Provider in 1999.

The survey aims to find out:

- *what students have done since completing their training, and*
- *students' opinions of the training.*

## Why is the survey being done?

The aim of the survey is to provide information which can be used to improve the vocational education system throughout Australia and, in particular, to make sure that training is relevant to students.

## Who will take part in the survey?

Students who have successfully completed some vocational training at a TAFE Institute, Adult and Community Education Provider or at a Registered Private Provider during 1999.

## Who is running the survey?

The survey is being managed by the National Centre for Vocational Education Research Ltd (NCVER), Australia's national vocational education and training research and development organisation. NCVER has contracted NCS Australasia Pty Ltd, a national market research organisation, to conduct the survey.

The TAFE administrations for each State and Territory, training organisations representing Adult and Community Education Providers, Registered Private Providers and a number of colleges have been involved in the development of the survey.

The Australian National Training Authority is funding the survey.

## Has this survey been done before?

This is the fifth national survey of TAFE graduates. Previous surveys were conducted in 1995, 1997, 1998 and 1999.

## Who will use the information?

National and State bodies, as well as local providers responsible for vocational programs will use the information to improve the quality of training and its relevance to the workplace throughout Australia.

## How will the information be used?

The results will be used to answer the following sorts of questions:

- *How many students were employed after completing their training? (From the 1999 survey it was estimated that 73% of students had a job after completing their training.)*
- *How many students achieved their main aim for doing the course? (From the 1999 survey it was estimated that 79% of students wholly or partly achieved their main aim in doing the course.)*
- *Do students undertake further study after completion of their course? (From the 1999 survey it was estimated that 40% of students were undertaking further study.)*
- *How highly do students rate the overall quality of their course? (From the 1999 survey 79% rated their course above average.)*
- *Which aspects of the course were good, and which were not?*
- *In their own words, how do students think their course could be improved?*

## Is the information confidential?

Yes, the answers you provide will remain confidential. In the analysis and reporting of the results of this survey neither your name nor address will be linked to your responses to the survey form.

## Who do you contact for more information?

If you require more information about this survey, the staff at NCS will be happy to answer your queries.

**Please contact them by:**


Telephone: 1800 105 088 (Freecall)
Facsimile: (03) 9873 0204
Email: sos@ncsoz.com.au
Mail: Reply Paid 1213 (no stamp required)
NCS Australasia
100 Station Street
NUNAWADING VIC 3131

# Appendix D: Covering letter

The following provides the generic covering letter used in the survey for TAFE graduates. Both New South Wales and Victoria made slight modifications to the letter sent out to students in their respective states.

[Relevant state/territory training authority logo]

<<Fname>> <<Surname>>
<<Address1>>
<<SUBURB1>> <<State1>> <<Pcode1>>

Dear <<Fname>>

## 2000 Student Outcomes Survey
## <<Institute>>

Congratulations on recently completing <<Course>> from <<Institute>>.

It is important that courses offered by vocational education institutions remain as relevant as possible to the needs of people who undertake these courses. People like yourself are in a unique position to provide feedback on the relevance and usefulness of vocational courses. Your feedback to this survey will allow the vocational education system to improve their courses to the benefit of current and future students.

The survey is being conducted by an independent consultant, NCS Australasia Pty Ltd on behalf of the vocational education sector. NCS are bound by law to ensure that your answers to this survey will be completely confidential and no information will be released in a way that would enable the identification of any individual. The questionnaire has a barcode number on the back page for mailing purposes only. This is so that NCS may check your name off the mailing list when your questionnaire is returned and ensures that you are not sent any additional material for this survey.

You are asked to answer the attached questionnaire and return it in the enclosed reply paid envelope by **Friday 9 June 2000**. In order that the results will truly represent the views of all students who have completed a course it is important that each questionnaire be completed and returned.

The project is being managed by the National Centre for Vocational Education Research (NCVER) and further details about the survey are contained on the back of this letter.

Should you require further assistance please call this Freecall number 1800 105 088.

Thank you for your cooperation.

Yours sincerely

[signed by relevant state/territory representative]

# Appendix E: Questionnaires

# Student Outcomes Survey 2000

## TAFE Graduate Questionnaire

# 2000 Student Outcomes Survey

***How to answer the questions***

- Please fill in ***one*** oval only ● (unless otherwise requested).
- Use a pencil or a blue or black pen.
- If you want to change your answer, erase completely or, cross out the wrong answer and fill in the correct oval.
- Some ovals have '***Go to***' instructions that look like —(*Go to 17*)
  By following the '***Go to***' you will skip questions that are not relevant to you
- Where exact information is not known please provide careful estimates.
- If you require any assistance in completing this form, please contact NCS Australasia Pty Ltd on 1800 105 088 (Freecall).
- Where a written answer is required, please write clearly in the boxes provided

NCVER
NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH LTD
A.C.N. 007 967 311

## About you

**1** Are you of Aboriginal or Torres Strait Islander origin?

- ○ No
- ○ Yes, Aboriginal
- ○ Yes, Torres Strait Islander
- ○ Yes, both Aboriginal and Torres Strait Islander

**2**

**3**

**THESE QUESTIONS HAVE BEEN INTENTIONALLY LEFT BLANK.**

**4** In which country were you born?

- ○ Australia
- ○ UK or Ireland
- ○ New Zealand
- ○ Vietnam
- ○ China
- ○ Hong Kong
- ○ Philippines
- ○ Malaysia
- ○ Other (please specify below)

**5** Do you speak a language other than English at home?

- ○ Yes
- ○ No

**6** Do/Did either of your parents speak a language other than English as their first language?

- ○ Yes, both parents
- ○ Yes, one parent
- ○ No

**7** Do you consider yourself to have a permanent and significant disability?

- ○ Yes
- ○ No —(*Go to 9*)

**8** Do you have any of the following conditions?

(More than one oval can be filled in.)

- ○ Visual disability (**not** corrected by glasses)
- ○ Hearing disability (**not** corrected by a hearing aid)
- ○ Physical disability
- ○ Intellectual disability
- ○ Chronic illness
- ○ Other disability

## Before starting your course

**9** What was the highest level of secondary schooling you completed **before** starting the course shown on the front of the form?

- ○ Year 12 or equivalent
- ○ Year 11 or equivalent
- ○ Year 10 or equivalent
- ○ Below Year 10
- ○ Other (please specify below)

**10** Which of the following best describes when you started the course shown on the front of the form?

- ○ While you were still enrolled at secondary school
- ○ Within 12 months of leaving secondary school
- ○ More than 12 months after leaving secondary school



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Part 2

## Before starting your course - continued

**11** Since leaving secondary school, which of the following educational qualifications or trade certificates did you complete **before** starting the course shown on the front of the form?

(More than one oval can be filled in.)

- Bachelor degree or higher
- Undergraduate diploma (e.g. TAFE institute, uni.)
- Associate diploma
- Trade certificate (e.g. Apprenticeship)
- Traineeship
- Technician's certificate
- Advanced certificate
- Nursing certificate
- Other certificate
- Certificate of competency or proficiency
- Statement of attainment
- Pre-vocational training
- Secondary school qualification (e.g. mature age, night school)
- Other (please specify below)

- None

## Six months before course

**12** Did you do any study, leading to an educational qualification or trade certificate, during the **six months before** starting the course shown on the front of the form?

- Yes, at secondary school
- Yes, at a TAFE institute
- Yes, at a TAFE division of a university
- Yes, at an Adult and Community Education Provider
- Yes, at a Registered Private Provider
- Yes, at university
- Yes, studying elsewhere
- No

**13** Did you have a full-time, part-time or casual job of any kind (including an apprenticeship, etc.), that lasted for two weeks or more, during the **six months before** starting the course shown on the front of the form?

(**Note**: If you had more than one job, please report for your **main** job i.e. the job in which you usually worked the most hours.)

- Yes, worked for payment or profit
- Yes, but on leave from main job
- Yes, unpaid work in a family business
- Yes, other unpaid work
- No, did not have a job

*Go to 19*

## Six months before course - continued

**14** On what basis were you employed in your **main** job during the **six months before** starting the course shown on the front of the form?

- Wage or salary earner
- Helper not receiving wages
- Conducting own business - not employing others
- Conducting own business - employing others

**15** What was your occupation and what were the main tasks you usually performed in your **main** job during the **six months before** starting the course shown on the front of the form?

Full title *e.g. Apprentice chef, Clerk*

Main tasks or duties
*e.g. Preparing food/cooking food, typing*

**16** What kind of industry, business or service was carried out by your employer/business in your **main** job during the **six months before** starting the course shown on the front of the form?

*e.g. Steel pipe manufacturing, childcare services, fast food outlet, clothing retailing*

## Six months before course - continued

**17** How many hours did you usually work each week in your **main** job during the **six months before** starting the course shown on the front of the form?

- ○ 1-10 hours per week
- ○ 11-19 hours per week
- ○ 20-24 hours per week
- ○ 25-34 hours per week
- ○ 35-37 hours per week
- ○ 38 hours per week
- ○ 39 hours per week
- ○ 40 hours per week
- ○ 41-49 hours per week
- ○ 50 hours or more per week

**18** Were you entitled to paid sick leave or paid holiday leave in your **main** job during the **six months before** starting the course shown on the front of the form?

(**Note:** If you could take sick and/or paid holiday leave after a certain period had passed, for example 3 months or a year, please fill in the appropriate 'Yes' oval.)

- ○ Yes, both
- ○ Yes, paid sick leave only
- ○ Yes, paid holiday leave only

*Go to 21*

- ○ No

**19** Did you **actively** look for work during the **six months before** starting the course shown on the front of the form?

(**Note:** Examples of actively looking for work include being registered with Centrelink, writing, telephoning or applying in person to an employer for work or advertising for work.)

- ○ Yes, I looked for full-time work
- ○ Yes, I looked for part-time work
- ○ No, I did not look for work

## About your course of study

**20**

THIS QUESTION HAS BEEN INTENTIONALLY LEFT BLANK.

**21** Did you have to move from your usual address to do the course shown on the front of the form?

- ○ Yes — *Go to 22*
- ○ No — *Go to 23*

**22** What was the main reason you moved from your usual address to do this training?

- ○ Local TAFE institute did not offer this training
- ○ No TAFE institute in local area
- ○ Not able to get place at local TAFE institute
- ○ No Registered Private Providers or Adult and Community Education Providers in local area
- ○ Local Registered Private Providers or Adult and Community Education Providers did not offer training
- ○ Training not available through distance learning
- ○ Personal reasons
- ○ Other (please specify below)

**23** When did you start and finish the course shown on the front of the form?

*month* *year*

e.g. 0 9 1 9 9 9

*month* *year*

*course started* 1 9

*month* *year*

*course finished* 1 9

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## About your course of study - continued

**24** How many hours each week did you usually attend classes for the course shown on the front of the form?

- 1-5 hours per week
- 6-10 hours per week
- 11-15 hours per week
- 16-20 hours per week
- More than 20 hours per week
- Block release
- Day release
- Did not attend formal classes - external study

**25** Which of these describes the way the course was delivered?

(More than one oval can be filled in.)

- In a classroom (with no work placement)
- In a classroom (with work placement)
- In your workplace
- Group or individual project work
- By correspondence
- Online learning
- Other

*If you only filled one oval in 25* — Go to 28

**26** Which of these **best** describes the way the **majority** of the course was delivered?

(Fill in one oval only.)

- In a classroom (with no work placement)
- In a classroom (with work placement)
- In your workplace
- Group or individual project work
- By correspondence
- Online learning
- Other

**27** Which of these modes of delivery did you find **most satisfying**?

(Fill in one oval only.)

- In a classroom (with no work placement)
- In a classroom (with work placement)
- In your workplace
- Group or individual project work
- By correspondence
- Online learning
- Other
- None/not satisfied

**28** Did you get any recognition for prior learning such as subject exemptions or course credits for the course shown on the front of the form?

(More than one oval can be filled in.)

- No
- Yes, for study at a TAFE institution
- Yes, for study at a TAFE division of a university
- Yes, for study at a Registered Private Provider or Adult and Community Education Provider
- Yes, for study at university
- Yes, for assessed skills and experience
- Yes, for study elsewhere

**29** What sources of income did you have while doing the course shown on the front of the form?

(More than one oval can be filled in.)

- Austudy
- Abstudy
- Government pensions or benefits (e.g. Newstart, Disability pension)
- Apprenticeship
- Traineeship
- Scholarship/cadetship
- Paid work
- Own business
- Parents or spouse/partner
- Other

**30** What was your **main** reason for doing the course shown on the front of the form?

(Fill in one oval only.)

- To get a job (or own business)
- To try for a different career
- To get a better job or promotion
- It was a requirement of my job
- I wanted extra skills for my job
- To get into another course of study
- For interest or personal reasons
- Other reasons

**31** Did your course help you to achieve your **main** reason for doing the course (as reported in **30**)?

- Yes
- No
- Partly
- Don't know yet



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## Employment during final semester

**32** Did you have a full-time, part-time or casual job of any kind (including an apprenticeship etc.), that lasted two weeks or more, during the **final semester** of the course shown on the front of the form?

(**Note:** If you had more than one job, please report for your **main** job, i.e. the job in which you usually worked the most hours.)

- ○ Yes, worked for payment or profit
- ○ Yes, but on leave from main job
- ○ Yes, unpaid work in a family business
- ○ Yes, other unpaid work
- ○ No, did not have a job

*Go to 35*

**33** What support did your employer/business (for the job reported in **32**) provide for your studies during your course?

(More than one oval can be filled in.)

- ○ Paid fees
- ○ Paid time off work
- ○ Unpaid time off work
- ○ Other support
- ○ No support

**34** Is the employer/business you had during the course (as reported in **32**) the same one you had before your course (as reported in **13**)?

- ○ Yes
- ○ No
- ○ Was not employed before the course

## Your work situation at 26 May 2000

**35** Do you have a full-time, part-time or casual job of any kind (including an apprenticeship etc.) at **26 May 2000**?

(**Note:** If you have more than one job, please report for your **main** job, i.e. the job in which you usually worked the most hours.)

- ○ Yes, work for payment or profit
- ○ Yes, but on leave from main job
- ○ Yes, unpaid work in a family business
- ○ Yes, other unpaid work
- ○ No, do not have a job

*Go to 50*

**36** On what basis are you employed in your **main** job at **26 May 2000**?

- ○ Wage or salary earner
- ○ Helper not receiving wages
- ○ Conducting own business - not employing others
- ○ Conducting own business - employing others

**37** Is the employer/business you have at **26 May 2000** the same one you had during the course (as reported in **32**)?

- ○ Yes
- ○ No
- ○ Was not employed during course

**38** Are you entitled to paid sick leave or paid holiday leave in your **main** job at **26 May 2000**?

(**Note:** If you could take paid sick and/or paid holiday leave after a certain period had passed, for example 3 months or a year, please fill in the appropriate 'Yes' oval.)

- ○ Yes, both
- ○ Yes, paid sick leave only
- ○ Yes, paid holiday leave only
- ○ No



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## Your work situation at 26 May 2000 - continued

**39** What is your occupation and what are the main tasks you usually perform in your **main** job at **26 May 2000**?

○ Same occupation as in 15 — *Go to 40*

**Full title** *e.g. Apprentice chef, Clerk*

**Main tasks or duties**
*e.g. Preparing food/cooking food, typing*

**40** What kind of industry, business or service is carried out by your employer/business in your **main** job at **26 May 2000**?

○ Same industry as in 16 — *Go to 41*

*e.g. Steel pipe manufacturing, childcare services, fast food outlet, clothing retailing*

**41** Is your employer/business a government department or agency?

○ No
○ Yes, Commonwealth government
○ Yes, State government
○ Yes, Local government

**42** How many people work for your employer/ business **at your workplace address**?

(Include: All staff at that location e.g. workers in offices and factories, drivers etc.)

○ Less than 10 people
○ 10-19 people
○ 20-99 people
○ 100 or more people

**43** How many people work for your employer/ business in total in Australia (including those reported in **42**)?

(Include: All staff in all locations e.g. workers in offices and factories, drivers etc.)

○ Less than 10 people
○ 10-19 people
○ 20-99 people
○ 100 or more people

**44** In your **main** job at **26 May 2000**, how many hours do you usually work each week?

○ 1-10 hours per week
○ 11-19 hours per week
○ 20-24 hours per week
○ 25-34 hours per week
○ 35-37 hours per week
○ 38 hours per week
○ 39 hours per week
○ 40 hours per week
○ 41-49 hours per week
○ 50 hours or more per week

**45** In your **main** job at **26 May 2000** how much do you usually earn (before tax or anything else is taken out)?

| | Per Week OR | Per Year |
|---|---|---|
| ○ | $1,500 or more | $78,000 or more |
| ○ | $1,000-$1,499 | $52,000-$77,999 |
| ○ | $800-$999 | $41,600-$51,999 |
| | $700-$799 | $36,400-$41,599 |
| ○ | $600-$699 | $31,200-$36,399 |
| ○ | $500-$599 | $26,000-$31,199 |
| ○ | $400-$499 | $20,800-$25,999 |
| ○ | $300-$399 | $15,600-$20,799 |
| ○ | $200-$299 | $10,400-$15,599 |
| ○ | $160-$199 | $8,320-$10,399 |
| ○ | $120-$159 | $6,240-$8,319 |
| ○ | $80-$119 | $4,160-$6,239 |
| ○ | $40-$79 | $2,080-$4,159 |
| ○ | $1-$39 | $1-$2,079 |

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## Your work situation at 26 May 2000 - continued

**46** Which of the following job related benefits do you feel you have received as a result of completing the course shown on the front of the form?

(More than one oval can be filled in.)

- Got a job
- An increase in earnings
- A promotion (or increased status at work)
- Change of job
- Other (please specify below)

- None of the above

**47** How long did it take you to find a job after completing the course shown on the front of the form?

- Already had a job
- Less than 1 month
- 1-3 months
- 4-6 months
- 7-12 months
- More than 12 months

**48** Is your **main** job at **26 May 2000** the first full-time job you have ever had (excluding any holiday jobs)?

- Yes, it is my first full-time job
- No, I have worked full-time before
- I have never worked full-time
- Not currently working full-time, but have worked full-time before

**49** How relevant is the course shown on the front of the form to your **main** job at **26 May 2000**?

- Highly relevant
- Some relevance
- Very little relevance
- Not at all relevant

→ *Go to 52*

**50** Are you actively looking for work at **26 May 2000**?

(Note: Examples of actively looking for work include being registered with Centrelink, writing, telephoning or applying in person to an employer for work or advertising for work.)

- Yes, looking for full-time work
- Yes, looking for part-time work
- No, not looking for work → *Go to 52*

**51** Are you looking for work at **26 May 2000** in the same (or similar) field as the field of study for the course shown on the front of the form?

- Yes
- No
- No preference/don't mind

## Further study

**52** Have you enrolled in any course of study leading to an educational qualification or trade certificate **since** you completed the course shown on the front of the form?

- No
- Yes, but course cancelled or withdrew

→ *Go to 61*

- Yes

**53** Which of the following **best** describes the level of the qualification you have enrolled in since completing the course shown on the front of the form?

(Note: If you enrolled in more than one course, please report for the course which you think is more important.)

- Bachelor's degree or higher
- Undergraduate diploma
- Advanced diploma
- Diploma
- Associate diploma
- Advanced certificate
- Certificate
- Certificate of competency or proficiency
- Certificate IV
- Certificate III
- Certificate II
- Certificate I
- Other certificate
- Secondary school qualification eg. mature age, night school
- Statement of attainment
- Other course (please specify below)



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## Further study - continued

**54** How many hours each week do you/will you usually attend classes for the qualification reported at **53**?

- ○ 1-5 hours per week
- ○ 6-10 hours per week
- ○ 11-15 hours per week
- ○ 16-20 hours per week
- ○ More than 20 hours per week
- ○ Block release
- ○ Day release
- ○ Do/Will not attend formal classes - external study

**55** Where did you enrol to study the course reported in **53**?

(Note: If you are doing external study, open learning etc., please report the organisation you are studying with e.g. university, TAFE institute.)

- ○ University
- ○ TAFE institute
- ○ TAFE division of a university
- ○ Registered Private Provider
- ○ Adult and Community Education Provider
- ○ Secondary School
- ○ Other

*Go to 58*

**56** What is the full name of the educational or training facility where you are studying the qualification or course reported in **53**?

**57** What is the full name of the course reported in **53**?

**58** What is your main reason for studying the qualification reported in **53**?

(Fill in one oval only.)

- ○ To get job (or own business)
- ○ To try for different career
- ○ To get better job or promotion
- ○ It is a requirement of my present job
- ○ To get extra skills for my present job
- ○ To get into another course of study
- ○ For interest or personal development
- ○ Other reasons

**59** Did you receive any recognition for prior learning, such as subject exemptions or credits, towards the qualification in **53** as a result of completing the course shown on the front of the form?

- ○ Yes, applied and got some
- ○ No, applied but did not get any
- ○ Have not applied, but intend to
- ○ Have not applied, and do not intend to
- ○ Don't know, exemptions applied for but still under consideration

**60** Is the field of study for this course (as reported in **53**) in a similar field to the course shown on the front of the form or to your current job (as reported in **39**)?

- ① Yes, similar field to both
- ② Yes, similar field to course on front of form only
- ③ Yes, similar field to current job only
- ④ No

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## Your opinions on the course

**61** How would you rate, on average, the following aspects of the course shown on the front of the form?

Please fill in the oval with the appropriate number for each aspect of the training using the scale opposite. If that aspect is irrelevant or not applicable to you, fill in the oval marked NA.

| Code | | Poor 1-2 | Below average 3-4 | Average 5-6 | Above average 7-8 | Excellent 9-10 | Not applicable |
|---|---|---|---|---|---|---|---|
| | **Teaching instruction** | | | | | | |
| A | Your instructors' knowledge of subject content | ○ | ○ | ○ | ○ | ○ | ○ |
| B | Your instructors' ability to relate to students | ○ | ○ | ○ | ○ | ○ | ○ |
| C | The balance between instruction and practice | ○ | ○ | ○ | ○ | ○ | ○ |
| D | Making methods of assessment clear to you | ○ | ○ | ○ | ○ | ○ | ○ |
| | **The training** | | | | | | |
| E | The subject content in reflecting industry practice | ○ | ○ | ○ | ○ | ○ | ○ |
| F | The presentation of training material | ○ | ○ | ○ | ○ | ○ | ○ |
| | **The equipment and resources** | | | | | | |
| G | The quality of the equipment provided for you to practise your skills | ○ | ○ | ○ | ○ | ○ | ○ |
| H | Having enough equipment for you to practise your skills | ○ | ○ | ○ | ○ | ○ | ○ |
| I | Access to library and learning resources | ○ | ○ | ○ | ○ | ○ | ○ |
| | **Access** | | | | | | |
| J | The convenience of both venue and class times | ○ | ○ | ○ | ○ | ○ | ○ |
| | **Administration and information** | | | | | | |
| K | The information you received when choosing your training | ○ | ○ | ○ | ○ | ○ | ○ |
| L | Administration - handling of enquiries, enrolment, fee payment, results | ○ | ○ | ○ | ○ | ○ | ○ |
| | **Student support services** | | | | | | |
| M | The information about careers and jobs available to you | ○ | ○ | ○ | ○ | ○ | ○ |
| N | Student counselling services | ○ | ○ | ○ | ○ | ○ | ○ |
| | **The overall opinions** | | | | | | |
| O | The usefulness of the training for your job prospects | ○ | ○ | ○ | ○ | ○ | ○ |
| P | The qualification in terms of being well regarded by employers | ○ | ○ | ○ | ○ | ○ | ○ |
| Q | The training value for money | ○ | ○ | ○ | ○ | ○ | ○ |
| | **Overall quality** | | | | | | |
| R | The overall quality of the training | ○ | ○ | ○ | ○ | ○ | ○ |

**62** Which of the above aspects are the three most important for you?

Please write clearly the appropriate code letter from 61 in the three boxes below.

*Most important*

*Second most important*

*Third most important*

**63** Would you enrol for another course at the same institution should the need arise in the future?

○ Yes

○ No

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## Suggestions for improvement

**64** Do you have any suggestions for improving the course shown on the front of the form?

Please list up to 3 suggestions.

1

2

3

**65** Please provide a **daytime** contact phone number in case we have any queries regarding this form.

*Phone Number* - -

**Optional Question** - *it would greatly assist our research program if you could provide the following information.*

**66** If you are employed at **26 May 2000**, what is the name of your employer/business and the employer/ business workplace address?

(**Note**: The purpose of this question is to determine which companies are employing TAFE graduates so that further research on the TAFE system can be directed at relevant companies. Your name will not be associated with this research in any way and, like all the other information on this form, your response to this question will remain confidential.)

*Employer/Business name*

*Street number and name*

*Suburb, rural locality or town*

*State/Territory* *Postcode*

Thank you for completing this form

*Please return the form in the envelope provided to:*

**Reply Paid 1213** (no stamp required)

NCS Australasia, 100 Station Street, Nunawading VIC 3131

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# Student Outcomes Survey 2000

## TAFE Module Completer Questionnaire



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# 2000 Student Outcomes

***How to answer the questions***

- Please fill in ***one*** oval only ● (unless otherwise requested).
- Use a pencil or a blue or black pen.
- If you want to change your answer, erase completely or, cross out the wrong answer and fill in the correct oval.
- Some ovals have *'Go to'* instructions that look like — *Go to 17*. By following the *'Go to'* you will skip questions that are not relevant to you.
- Where exact information is not known, please provide careful estimates.
- If you require any assistance in completing this form, please contact NCS Australasia Pty Ltd on 1800 105 088 (Freecall).
- Where a written answer is required, please write clearly in the boxes provided.

NCVER
NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH LTD
A.C.N. 007 967 311

## About you

**1** Are you still enrolled in the training as shown in the first paragraph on the front page?

- ○ Yes — *Go to 59*
- ○ No

**2** Are you currently enrolled in any other training with a TAFE institute, or a TAFE division of a university?

- ○ Yes — *Go to 59*
- ○ No

**3**

THESE QUESTIONS HAVE BEEN INTENTIONALLY LEFT BLANK.

**4**

## About your training

**5** Which of the following **best** describes the level of the qualification which is awarded for the training shown on the front of the form?

**Note:** Fill in appropriate oval even if you haven't completed the qualification yet.

- ○ Statement of attainment
- ○ Certificate of Competency or Proficiency — *Go to 8*
- ○ Bachelor's degree (or higher)
- ○ Advanced diploma
- ○ Diploma
- ○ Associate diploma
- ○ Advanced certificate - post trade
- ○ Advanced certificate - other
- ○ Certificate - trade
- ○ Certificate IV
- ○ Certificate III
- ○ Certificate II
- ○ Certificate I
- ○ Other certificate
- ○ Other (please specify below) — *Go to 8*

- ○ No statement or certificate — *Go to 8*

**6** Have you completed all the training required to gain this qualification?

- ○ Yes — *Go to 11*
- ○ No

**7** Do you intend to complete this training?

- ○ Yes
- ○ No

*Go to 9*



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## About your training - continued

**8** When you enrolled in the training shown on the front of the form, did you intend to do more training after you completed it?

- ○ Yes
- ○ No

## Reasons for choosing not to continue/undertake more TAFE training

**9** What are the reasons you chose not to continue/undertake more TAFE training in 2000?

More than one oval can be filled in.

| Item code | Employment and other training related reasons | |
|---|---|---|
| A | Changed jobs or started a new job | ○ |
| B | I lost my job | ○ |
| C | I got the skills I needed for my job | ○ |
| D | Other employment reasons (please specify) | ○ |
| E | I had gained what I wanted from the training I had just completed | ○ |
| F | I transferred to or started other training | ○ |
| G | The training no longer related to my plans | ○ |
| H | The training was not what I expected | ○ |
| I | The training timetable was not flexible enough for me to attend class times | ○ |
| J | Other training reasons e.g. changes to training structure (please specify) | ○ |
| | **Personal reasons** | |
| K | I moved from the area | ○ |
| L | Illness prevented me from continuing | ○ |
| M | Family reasons prevented me from continuing | ○ |
| N | Financial reasons prevented my continuing | ○ |
| O | There were too many pressures on my time | ○ |
| P | Other personal reasons (please specify) | ○ |
| Q | Any other major reason you would like to mention (please specify) | ○ |

**10** From the list above, what was your **main** reason for choosing not to continue/undertake more training?

Please write the appropriate item code in the box below.

*Main reason*

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## More about you

**11** Are you of Aboriginal or Torres Strait Islander origin?

- ○ No
- ○ Yes, Aboriginal
- ○ Yes, Torres Strait Islander
- ○ Yes, both Aboriginal and Torres Strait Islander

**12** In which country were you born?

- ○ Australia
- ○ UK or Ireland
- ○ New Zealand
- ○ Vietnam
- ○ China
- ○ Hong Kong
- ○ Philippines
- ○ Malaysia
- ○ Other (please specify below)

**13** Do you speak a language other than English at home?

- ○ Yes
- ○ No

**14** Do/Did either of your parents speak a language other than English as their first language?

- ○ Yes, both parents
- ○ Yes, one parent
- ○ No

**15** Do you consider yourself to have a permanent and significant disability?

- ○ Yes
- ○ No — *Go to 17*

**16** Do you have any of the following conditions?

More than one oval can be filled in.

- ○ Visual disability (**not** corrected by glasses)
- ○ Hearing disability (**not** corrected by a hearing aid)
- ○ Physical disability
- ○ Intellectual disability
- ○ Chronic illness
- ○ Other disability

## Before starting your training

**17** What was the highest level of secondary schooling you completed **before** starting the training shown on the front of the form?

- ○ Year 12 or equivalent
- ○ Year 11 or equivalent
- ○ Year 10 or equivalent
- ○ Below Year 10
- ○ Other (please specify below)

**18** Which of the following **best** describes when you started the training shown on the front of the form?

- ○ While you were still enrolled at secondary school
- ○ Within 12 months of leaving secondary school
- ○ More than 12 months after leaving secondary school

**19** Since leaving secondary school, which of the following educational qualifications or trade certificates did you complete **before** starting the training shown on the front of the form?

More than one oval can be filled in.

- ○ Bachelor degree or higher
- ○ Undergraduate diploma (e.g. TAFE institute, uni.)
- ○ Associate diploma
- ○ Trade certificate (e.g. Apprenticeship)
- ○ Traineeship
- ○ Technician's certificate
- ○ Advanced certificate
- ○ Nursing certificate
- ○ Other certificate
- ○ Certificate of competency or proficiency
- ○ Statement of attainment
- ○ Pre-vocational training
- ○ Secondary school qualification (e.g. mature age, night school)
- ○ **THESE RESPONSES HAVE BEEN INTENTIONALLY LEFT BLANK.**
- ○ Other (please specify below)

- ○ None



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Page 4

## Six months before training

**20** Did you do any study, leading to an educational qualification or trade certificate, during the **six months before** starting the training shown on the front of the form?

- ○ Yes, at secondary school
- ○ Yes, at a TAFE institute
- ○ Yes, at a TAFE division of a university
- ○ Yes, at an Adult and Community Education Provider
- ○ Yes, at a Registered Private Provider
- ○ Yes, at university
- ○ Yes, studying elsewhere
- ○ No

**21** Did you have a full-time, part-time or casual job of any kind (including an apprenticeship, etc.), that lasted for two weeks or more, during the **six months before** starting the training shown on the front of the form?

**Note:** If you had more than one job, please report for your **main** job i.e. the job in which you usually worked the most hours.

- ○ Yes, worked for payment or profit
- ○ Yes, but on leave from main job
- ○ Yes, unpaid work in a family business
- ○ Yes, other unpaid work
- ○ No, did not have a job

*Go to 27*

**22** On what basis were you employed in your **main** job during the **six months before** starting the training shown on the front of the form?

- ○ Wage or salary earner
- ○ Helper not receiving wages
- ○ Conducting own business - not employing others
- ○ Conducting own business - employing others

**23** What was your occupation and what were the main tasks you usually performed in your **main** job during the **six months before** starting the training shown on the front of the form?

Full title *e.g. Apprentice chef, Clerk*

Main tasks or duties
*e.g. Preparing food/cooking food, typing*

**24** What kind of industry, business or service was carried out by your employer/business in your **main** job during the **six months before** starting the training shown on the front of the form?

*e.g. Steel pipe manufacturing, childcare services, fast food outlet, clothing retailing*

**25** How many hours did you usually work each week in your **main** job during the **six months before** starting the training shown on the front of the form?

- ○ 1-10 hours per week
- ○ 11-19 hours per week
- ○ 20-24 hours per week
- ○ 25-34 hours per week
- ○ 35-37 hours per week
- ○ 38 hours per week
- ○ 39 hours per week
- ○ 40 hours per week
- ○ 41-49 hours per week
- ○ 50 hours or more per week

**26** Were you entitled to paid sick leave or paid holiday leave in your **main** job during the **six months before** starting the training shown on the front of the form?

**Note:** If you could take sick and/or paid holiday leave after a certain period had passed, for example 3 months or a year, please fill in the appropriate 'Yes' oval.

- ○ Yes, both
- ○ Yes, paid sick leave only
- ○ Yes, paid holiday leave only
- ○ No

*Go to 28*

**27** Did you **actively** look for work during the **six months before** starting the training shown on the front of the form?

**Note:** Examples of actively looking for work include being registered with Centrelink, writing, telephoning or applying in person to an employer for work or advertising for work.

- ○ Yes, I looked for full-time work
- ○ Yes, I looked for part-time work
- ○ No, I did not look for work

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## Six months before training - continued

**28** Did you have to move from your usual address to do the training shown on the front of the form?

- ○ Yes — *Go to 29*
- ○ No — *Go to 30*

**29** What was the **main** reason you moved from your usual address to do this training?

- ○ Local TAFE institute did not offer this training
- ○ No TAFE institute in local area
- ○ Not able to get place at local TAFE institute
- ○ No Registered Private Providers or Adult and Community Education Providers in local area
- ○ Local Registered Private Providers or Adult and Community Education Providers did not offer training
- ○ Training not available through distance learning
- ○ Personal reasons
- ○ Other (please specify below)

**30** When did you start and finish/discontinue the training shown on the front of the form?

*month* *year*

*eg* 0 9 1 9 9 9

*training started* — *month* *year* 1 9

*training finished or discontinued* — *month* *year* 1 9

**31** How many hours each week did you **usually** attend classes for the training shown on the front of the form?

- ○ 1-5 hours per week
- ○ 6-10 hours per week
- ○ 11-15 hours per week
- ○ 16-20 hours per week
- ○ More than 20 hours per week
- ○ Block release
- ○ Day release
- ○ Did not attend formal classes - external study

**32** Which of these describes the way the training was delivered/completed?

More than one oval can be filled in.

- ○ In a classroom (with no work placement)
- ○ In a classroom (with work placement)
- ○ In your workplace
- ○ Group or individual project work
- ○ By correspondence
- ○ Online learning
- ○ Other

*If you only filled one oval in 32* — *Go to 35*

**33** Which of these **best** describes the way the **majority** of the training was delivered/completed?

Fill in one oval only.

- ○ In a classroom (with no work placement)
- ○ In a classroom (with work placement)
- ○ In your workplace
- ○ Group or individual project work
- ○ By correspondence
- ○ Online learning
- ○ Other

**34** Which of these modes of delivery did you find **most satisfying**?

Fill in one oval only.

- ○ In a classroom (with no work placement)
- ○ In a classroom (with work placement)
- ○ In your workplace
- ○ Group or individual project work
- ○ By correspondence
- ○ Online learning
- ○ Other
- ○ None/not satisfied

**35** Did you get any recognition for prior learning such as subject exemptions or course credits for the training shown on the front of the form?

More than one oval can be filled in.

- ○ No
- ○ Yes, for study at a TAFE institution
- ○ Yes, for study at a TAFE division of a university
- ○ Yes, for study at a Registered Private Provider or Adult and Community Education Provider
- ○ Yes, for study at university
- ○ Yes, for assessed skills and experience
- ○ Yes, for study elsewhere

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## Six months before training - continued

**36** What sources of income did you have while doing the training shown on the front of the form?

More than one oval can be filled in.

- ○ Austudy
- ○ Abstudy
- ○ Government pensions or benefits (e.g. Newstart, Disability pension)
- ○ Apprenticeship
- ○ Traineeship
- ○ Scholarship/cadetship
- ○ Paid work
- ○ Own business
- ○ Parents or spouse/partner
- ○ Other

**37** What was your **main** reason for doing the training shown on the front of the form?

Fill in one oval only.

- ○ To get a job (or own business)
- ○ To try for a different career
- ○ To get a better job or promotion
- ○ It was a requirement of my job
- ○ I wanted extra skills for my job
- ○ To get into other training
- ○ For interest or personal reasons
- ○ Other reasons

**38** Did your training help you to achieve your **main** reason for doing the training (as reported in **37**)?

- ○ Yes
- ○ No
- ○ Partly
- ○ Don't know yet

## Employment during your training

**39** Did you have a full-time, part-time or casual job of any kind (including an apprenticeship etc.), that lasted **two weeks or more**, during the training shown on the front of the form?

**Note:** If you had more than one job, please report for your **main** job, i.e. the job in which you usually worked the most hours.

- ○ Yes, worked for payment or profit
- ○ Yes, but on leave from main job
- ○ Yes, unpaid work in a family business
- ○ Yes, other unpaid work
- ○ No, did not have a job — *Go to 42*

**40** What support did your employer/business (for the job reported in **39**) provide for your studies during your training?

More than one oval can be filled in.

- ○ Paid fees
- ○ Paid time off work
- ○ Unpaid time off work
- ○ Other support
- ○ No support

**41** Is the employer/business you had during the training (as reported in **39**) the same one you had before your training (as reported in **21**)?

- ○ Yes
- ○ No
- ○ Was not employed before the course

## Your work situation at 26 May 2000

**42** Do you have a full-time, part-time or casual job of any kind (including an apprenticeship etc.) at **26 May 2000**?

**Note:** If you have more than one job, please report for your **main** job, i.e. the job in which you usually worked the most hours.

- ○ Yes, work for payment or profit
- ○ Yes, but on leave from main job
- ○ Yes, unpaid work in a family business
- ○ Yes, other unpaid work
- ○ No, do not have a job — *Go to 57*

**43** On what basis are you employed in your **main** job at **26 May 2000**?

- ○ Wage or salary earner
- ○ Helper not receiving wages
- ○ Conducting own business - not employing others
- ○ Conducting own business - employing others

**44** Is the employer/business you have at **26 May 2000** the **same** one you had during the training (as reported in **39**)?

- ○ Yes
- ○ No
- ○ Was not employed during training

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## Your work situation at 26 May 2000 - continued

**45** Are you entitled to paid sick leave or paid holiday leave in your **main** job at **26 May 2000**?

**Note:** If you could take sick and/or paid holiday leave after a certain period had passed, for example 3 months or a year, please fill in the appropriate 'Yes' oval.

- ○ Yes, both
- ○ Yes, paid sick leave only
- ○ Yes, paid holiday leave only
- ○ No

**46** What is your occupation and what are the main tasks you usually perform in your **main** job at **26 May 2000**?

- ○ Same occupation as in 23 — *Go to 47*

Full title *e.g. Apprentice chef, Clerk*

Main tasks or duties
*e.g. Preparing food/cooking food, typing*

**47** What kind of industry, business or service is carried out by your employer/business in your **main** job at **26 May 2000**?

- ○ Same industry as in 24 — *Go to 48*

*e.g. Steel pipe manufacturing, childcare services, fast food outlet, clothing retailing*

**48** Is your employer/business a government department or agency?

- ○ No
- ○ Yes, Commonwealth government
- ○ Yes, State government
- ○ Yes, Local government

**49** How many people work for your employer/business **at your workplace address**?

**Include:** All staff at that location e.g. workers in offices and factories, drivers etc.

- ○ Less than 10 people
- ○ 10-19 people
- ○ 20-99 people
- ○ 100 or more people

**50** How many people work for your employer/business in total **in Australia** (including those reported in **49**)?

**Include:** All staff in all locations e.g. workers in offices and factories, drivers etc.

- ○ Less than 10 people
- ○ 10-19 people
- ○ 20-99 people
- ○ 100 or more people

**51** In your **main** job at **26 May 2000**, how many hours do you usually work each week?

- ○ 1-10 hours per week
- ○ 11-19 hours per week
- ○ 20-24 hours per week
- ○ 25-34 hours per week
- ○ 35-37 hours per week
- ○ 38 hours per week
- ○ 39 hours per week
- ○ 40 hours per week
- ○ 41-49 hours per week
- ○ 50 hours or more per week



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## Your work situation at 26 May 2000 - continued

**52** In your **main** job at **26 May 2000** how much do you usually earn (before tax or anything else is taken out)?

| | Per Week | OR | Per Year |
|---|---|---|---|
| ○ | $1,500 or more | | $78,000 or more |
| ○ | $1,000-$1,499 | | $52,000-$77,999 |
| ○ | $800-$999 | | $41,600-$51,999 |
| ○ | $700-$799 | | $36,400-$41,599 |
| ○ | $600-$699 | | $31,200-$36,399 |
| ○ | $500-$599 | | $26,000-$31,199 |
| ○ | $400-$499 | | $20,800-$25,999 |
| ○ | $300-$399 | | $15,600-$20,799 |
| ○ | $200-$299 | | $10,400-$15,599 |
| ○ | $160-$199 | | $8,320-$10,399 |
| ○ | $120-$159 | | $6,240-$8,319 |
| ○ | $80-$119 | | $4,160-$6,239 |
| ○ | $40-$79 | | $2,080-$4,159 |
| ○ | $1-$39 | | $1-$2,079 |

**53** Which of the following job related benefits do you feel you have received as a result of undertaking the training shown on the front of the form?

More than one oval can be filled in.

- ○ Got a job
- ○ An increase in earnings
- ○ A promotion (or increased status at work)
- ○ Change of job
- ○ Other (please specify below)
- ○ None of the above

**54** How long did it take you to find a job after leaving/completing the training shown on the front of the form?

- ○ Already had a job
- ○ Less than 1 month
- ○ 1-3 months
- ○ 4-6 months
- ○ 7-12 months
- ○ More than 12 months

**55** Is your **main** job at **26 May 2000** the first full-time job you have ever had (excluding any holiday jobs)?

- ○ Yes, it is my first full-time job
- ○ No, I have worked full-time before
- ○ I have never worked full-time
- ○ Not currently working full-time, but have worked full-time before

**56** How relevant is the training shown on the front of the form to your **main** job at **26 May 2000**?

- ○ Highly relevant
- ○ Some relevance
- ○ Very little relevance
- ○ Not at all relevant

Go to 59

**57** Are you **actively** looking for work at **26 May 2000**?

**Note:** Examples of actively looking for work include being registered with Centrelink, writing, telephoning or applying in person to an employer for work or advertising for work.

- ○ Yes, looking for full-time work
- ○ Yes, looking for part-time work
- ○ No, not looking for work

Go to 59

**58** Are you looking for work at **26 May 2000** in the same (or similar) field as the field of study for the training shown on the front of the form?

- ○ Yes
- ○ No
- ○ No preference/don't mind

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## Your opinions on the training

**59** How would you rate, on average, the following aspects of the training shown on the front of the form?

Please fill in the oval with the appropriate number for each aspect of the training using the scale opposite. If that aspect is irrelevant or not applicable to you, fill in the oval marked NA.

| Code | | Poor 1-2 | Below average 3-4 | Average 5-6 | Above average 7-8 | Excellent 9-10 | Not applicable |
|---|---|---|---|---|---|---|---|
| | **Teaching/instruction** | | | | | | |
| A | Your instructors' knowledge of subject content | ○ | ○ | ○ | ○ | ○ | ○ |
| B | Your instructors' ability to relate to students | ○ | ○ | ○ | ○ | ○ | ○ |
| C | The balance between instruction and practice | ○ | ○ | ○ | ○ | ○ | ○ |
| D | Making methods of assessment clear to you | ○ | ○ | ○ | ○ | ○ | ○ |
| | **The training** | | | | | | |
| E | The subject content in reflecting industry practice | ○ | ○ | ○ | ○ | ○ | ○ |
| F | The presentation of training material | ○ | ○ | ○ | ○ | ○ | ○ |
| | **The equipment and resources** | | | | | | |
| G | The quality of the equipment provided for you to practise your skills | ○ | ○ | ○ | ○ | ○ | ○ |
| H | Having enough equipment for you to practise your skills | ○ | ○ | ○ | ○ | ○ | ○ |
| I | Access to library and learning resources | ○ | ○ | ○ | ○ | ○ | ○ |
| | **Access** | | | | | | |
| J | The convenience of both venue and class times | ○ | ○ | ○ | ○ | ○ | ○ |
| | **Administration and information** | | | | | | |
| K | The information you received when choosing your training | ○ | ○ | ○ | ○ | ○ | ○ |
| L | Administration - handling of enquiries, enrolment, fee payment, results | ○ | ○ | ○ | ○ | ○ | ○ |
| | **Student support services** | | | | | | |
| M | The information about careers and jobs available to you | ○ | ○ | ○ | ○ | ○ | ○ |
| N | Student counselling services | ○ | ○ | ○ | ○ | ○ | ○ |
| | **The overall opinions** | | | | | | |
| O | The usefulness of the training for your job prospects | ○ | ○ | ○ | ○ | ○ | ○ |
| P | The qualification in terms of being well regarded by employers | ○ | ○ | ○ | ○ | ○ | ○ |
| Q | The training value for money | ○ | ○ | ○ | ○ | ○ | ○ |
| | **Overall quality** | | | | | | |
| R | The **overall quality** of the training | ○ | ○ | ○ | ○ | ○ | ○ |

**60** Which of the above aspects are the three most important for you?

Please write clearly the appropriate code letter from **59** in the three boxes below.

*Most important*

*Second most important*

*Third most important*

**61** Would you enrol for another course at the same institution should the need arise in the future?

○ Yes

○ No



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## Suggestions for improvement

**62** Do you have any suggestions for improving the course shown on the front of the form?

Please list up to 3 suggestions.

1

2

3

**63** Please provide a **daytime** contact phone number in case we have any queries regarding this form.

*Phone Number* - -

**Optional Question** - *it would greatly assist our research program if you could provide the following information.*

**64** If you are employed at **26 May 2000**, what is the name of your employer/business and the employer/ business workplace address?

**Note**: The purpose of this question is to determine which companies are employing TAFE students so that further research on the TAFE system can be directed at relevant companies. Your name will not be associated with this research in any way and, like all the other information on this form, your response to this question will remain confidential.)

*Employer/Business name*

*Street number and name*

*Suburb, rural locality or town*

*State/Territory* *Postcode*

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Thank you for completing this form

***Please return the form in the envelope provided to:***

**Reply Paid 1213** (no stamp required)

NCS Australasia, 100 Station Street, Nunawading VIC 3131